DOCUMENT RESUME

ED 309 838 PS 018 082

AUTHOR Gibbs, Elizabeth; And Others
TITLE Advanced Child Care Education: A Collaboration of Norwalk Secondary Schools and Norwalk Community College.
INSTITUTION Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE 15 Jun 88
NOTE 176p.; Prepared for Norwalk Board of Education and Norwalk Community College.
PUB TYPE Reports - General (140)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Child Development; College Credits; *College Curriculum; Community Colleges; *Coordination; *Course Content; Curriculum Development; Higher Education; High School Students; Program Evaluation; Publicity; *Resource Materials; Secondary Education; *Secondary School Curriculum; Tests
IDENTIFIERS *Connecticut (Norwalk)

ABSTRACT

In an effort to align high school and community college child development courses, child care education curriculums of Norwalk Community College and Brien McMahon High School in Norwalk, Connecticut were analyzed. Goals, behavioral objectives, learning activities, acquired skills, methods and materials of instruction, and weekly lesson plans were compared. The alignment allowed high school graduates to enter Norwalk Community College with advanced standing by means of awards of up to 4 1/2 college credits for high school child development courses. In this document, a brief preface is followed by sections that provide: (1) curriculum alignment tables of course content by week and unit; (2) the Norwalk Community College Curriculum, including exams; (3) Norwalk Community College support material; (4) the high school curriculums for Child Development I, Child Development II, and Advanced Child Development, with exams for I and II; and (5) high school support material, a project evaluation, a credits verification letter, and a brochure promoting the high school courses. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Conn. St. Dept. of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Advanced Child Care Education

PS 010032

BEST COPY AVAILABLE

ACCE

Advanced Child Care Education

A COLLABORATION OF NORWALK SECONDARY
SCHOOLS AND NORWALK COMMUNITY COLLEGE

PREPARED FOR

NORWALK BOARD OF EDUCATION
AND
NORWALK COMMUNITY COLLEGE

PREPARED BY

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES

BY

ELIZABETH GIBBS, GRANTS COORDINATOR, NCC
JANET SELL, HOME ECONOMICS SUBJECT AREA LEADER, BRIEN MCMAHON H.S.
PROF. DARLENE C. RAGOZZINE, EARLY CHILDHOOD EDUCATION COOR, NCC

THIS PROJECT WAS SUPPORTED BY FUNDS MADE AVAILABLE
TO CONNECTICUT THROUGH P.L. 98-524

ALL OPINIONS EXPRESSED REFLECT THE VIEWS OF THE AUTHORS AND ARE
NOT NECESSARILY THOSE OF THE STATE DEPARTMENT OF EDUCATION

JUNE 15, 1988

ACCE

Advanced Child Cae Education

PROJECT DIRECTORS

PROF. DARLENE C. RAGOZZINE, EARLY CHILDHOOD EDUCATION, NCC
JANET SELL, HOME ECONOMICS SUBJECT AREA LEADER, BRIEN MCMAHON H.S.

BROCHURE PREPARED BY

BRIEN MCMAHON HIGH SCHOOL ART DEPARTMENT
JOAN ANTELL, PUBLIC RELATIONS OFFICE/NCC

GRAPHIC DESIGN AND PHOTOGRAPHY

BRIEN MCMAHON HIGH SCHOOL ART DEPARTMENT

STATE CONSULTANTS

VALERIE K. PICHANICK, Ph.D.

TABLE OF CONTENTS

I. PREFACE

II. ALIGNMENT OF CURRICULUM

III. NORWALK COMMUNITY COLLEGE CURRICULUM

IV. NORWALK COMMUNITY COLLEGE SUPPORT MATERIAL

V. HIGH SCHOOL CURRICULUM
- CHILD DEVELOPMENT I
- CHILD DEVELOPMENT II
- ADVANCED CHILD DEVELOPMENT

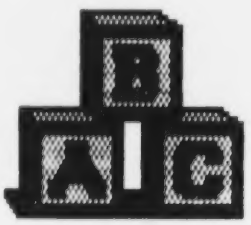
VI. HIGH SCHOOL SUPPORT MATERIAL

VII. PROJECT EVALUATION

VIII. FORMS

IX. BROCHURE

ACCE



PREFACE

ACCE

Advanced Child Cae Education

PREFACE

The Early Childhood Education Coordinator, representing Norwalk Community College, and the Child Development teacher from Brien McMahon High School, analyzed the existing curriculum for both schools in Child Care Education. The people involved were Prof. Darlene C. Ragozzine , from Norwalk Community College and Janet Sell from Brien McMahon High School.

An in-depth analysis was done, comparing and contrasting the goals, behavioral objectives, learning activities, acquired skills, methods and materials of instruction and weekly lesson plans, all of which were aligned for the two educational systems. Since our goal is to allow students 4 1/2 college credits for courses taken in high school, contingent upon the successful completeion of the courses and an overall passing grade of C, our major thrust has been and continues to be the aligning of high school curricula with the college curricula. Part of this is being accomplished through the development of an Advanced Child Development Course at the high school level.

The Early Childhood Education Program at NCC awards college credits for Child Development Courses taken at both Brien McMahon and Norwalk High School. These courses are as follows:

Take these courses in high school	Earn these NCC college credits		
Child Development I,II	Ed 104	Intro to Early Childhood Educ	3 cr
Advanced Child Development	Ed 110	Field Observation Seminar I (33 hrs)	1 1/2 cr
		Total	4 1/2 cr

Thus, upon graduation from high school, students can enter Norwalk Community College with advanced standing. Should a student choose not to enroll at NCC, these credits may be transferred to another college through the Life Experience Program at NCC.

It is our intent not to compromise the quality of the secondary and the college programs of study or to diminish the standards of the secondary/college offerings in the development of ACCE.

Funds were made available through a competitive grant sponsored by the Division of Vocational-Technical & Adult Education under the Carl D. Perkins Vocational Education Act (PL 98-524).

ACCE

ALIGNMENT OF CURRICULUM

ACCE
ALLIGNMENT OF CURRICULUM

NCC	MCMAHON	MCMAHON	MCMAHON
ED 104 Hendrick:Whole Child	CD I Lesson #	CD II Lesson#	ADVANCED CD Gilley/Gilley Early Child Develop/Educ
WEEK I HOW TO SURVIVE WHILE TEACHING DIFFERENT TYPES OF PRESCHOOL PROGRAMS PROFESSIONAL ETHICS			Unit 1,2,4,11 Beginning Edu ECE SinceWWII ECE Programs Qualification
WEEK II WHAT MAKES A GOOD DAY FOR CHILDREN EARLY INTERVENTION DEVELOPMENTAL INTER-ACTIONIST APPROACH PLANNING A GOOD DAY CURRICULUM ANALYSIS	#18 Organiz of Nursery School #14 Objectives # Store Games #15 Project	Plan 3 days	 Handouts Unit 15 Program Planning Unit 16 Instruct Methods
WEEK III HANDLING DAILY ROUTINES SCHEDULES ROUTINES -EATING -TOILETING -NAPPING ROOM ARRANGEMENT STATE LICENSING REGULATIONS	#18 Organiz of Nursery School #13 Foods	Plan 3 days	Unit 17 Establish Routines Unit 20 Nutrition/ Food Exper Unit 8 Phy sicalPlant Unit 9 Equ ipment Unit 10 Utilizing Space
WEEK IV DEVELOPMENT OF PHYSICAL SELF WAYS TO FOSTER PHYSICAL HEALTH BASIC PRINCIPLES OF PHYSICAL DEVELOPMENT DEVELOPMENT OF LARGE MUSCLE -TYPES OF ACTIVITES DEVELOPMENT OF SMALL MUSCLE -TYPES OF ACTIVITIES SENSORY EXPERIENCES LESSON PLANNING	#3 Five Areas of Development #12 Movement #13 Food #18 #15 Project	Written #2 Activities House	Unit 5 Physical Develop Unit 20 Food Exper

NCC ED 104	MCMAHON CD I	MCMAHON CDII	MCMAHON ADVANCED CD
WEEK V FOSTERING MENTAL HEALTH ERIK ERIKSON - STAGES HALLMARKS OF AN EMOTIONALLY HEALTHY CHILD WAYS TO FOSTER EMTIONAL DEVELOPMENT SPECIFIC ACTIVITIES CHILDREN'S BOOKS	#6 Books		Unit 6 Emotional Social Develop
WEEK VI DEVELOPING SELF-ESTEEM SELF-ESTEEM SELF-CONCEPT WAYS TO REDUCE SELF ESTEEM WAYS TO ENHANCE SELF ESTEEM SPECIFIC ACTIVITIES CHILDREN'S BOOKS	#6 Books		Unit 6 Emotional Social Develop
WEEK VII TENDER TOPICS CRISIS SITUATIONS THINGS TO DO FOR FAMILY THINGS TO DO FOR CHILD SPECIFIC CRISIS -NEW SCHOOL -NEW BABY -HOSPITALIZATION -DIVORCE -DEATH -CHILD ABUSE,NEGLECT -SEXUAL MOLESTATION CHILDREN'S BOOKS	#6 Books		
WEEK VIII SOCIAL COMPETENCE PROGRESS INDICATORS OF SOCIAL GROWTH HOW CHILDREN BECOME SOCIALIZED GOALS OF SOCIAL COMPETENCE	#3 Five Areas of Development	Written #2	

NCC ED 104	MCMAHON CD I	MCMAHON CD II	MCMAHON ADVANCED
WEEK IX SELF-DISCIPLINE/CONTROL ESTABLISHING INNER CONTROL MORAL DEVELOPMENT-STAGES WAYS TO HELP CHILDREN BEHAVE WAYS TO PREVENT DISCIPLINE SITUATIONS THINGS TO DO WHEN A CRISIS OCCURS WHAT TO DO WHEN CHILDREN CONTINUE TO MISBEHAVE	#10 Discipline		Unit 13, Direct Guidance Unit 14 Indirect Guidance
WEEK IX AGRESSION UNDESIRABLE WAYS TO COPE WITH AGRESSION -TEACHING STYLES DESIRABLE WAYS TO COPE WITH AGGRESSION CLASSROOM MANAGEMENT	#10 Discipline		
WEEK X PLEASURES OF MEANINGFUL WORK POSITIVE VALUES OF WORK INCORPORATING WORK INTO THE CURRICULUM -TYPES OF ACTIVITIES	#5 Play		Unit 20 Nutrition/ Food Exper
WEEK X CROSS-CULTURAL/NON-SEXIST EDUCATION TEACHER PREJUDICE HOW TO OVERCOME PREJUDICE CROSS-CULTURAL EDUCATION -CURRICULUM -ACTIVITIES -MATERIALS NON-SEXIST EDUCATION -CURRICULUM -ACTIVITIES -MATERIALS		Written #3	

NCC ED 104	MCMAHON CD I	MCMAHON CD II	MCMAHON ADVANCED
WEEK XI FOSTERING CREATIVITY/SELF EXPRESSIVE MATERIALS DEFINTION OF CREATIVITY	#3 Five Areas of Develop		
STAGES OF DEVELOPMENT			
USE OF SELF-EXPRESSIVE MATERIALS			
SPECIFIC MATERIALS -EASEL -FINGER PAINTING -COLLAGE AND ASSEMBLAGE -DOUGH AND CLAY -WOODWORKING -SEWING	#9 Art		Unit 19 Curriculum Part II
CREATIVE MOVEMENT	#11 Music		Unit 19
WEEK XII FOSTERING CREATIVITY IN PLAY PURPOSES OF PLAY	#5 Play		Unit 7 Play
DEVELOPMENTAL STAGES OF PLAY			
WAYS TO FACILITATE CREATIVE PLAY			
SPECIFIC ACTIVITIES -DRAMATIC PLAY -BLOCKS -WATER PLAY -MUD & SAND	#7 Blocks #16 Waterplay	Written Child Lit#1	Unit 18 Curriculum Part I
WEEK XII FOSTERING CREATIVITY IN THOUGHT -OPEN-ENDED QUESTIONING -UNCONCENTIONAL IDEAS -ACTIVITIES -EQUIPMENT -OPPORTUNITIES			
SELF-EXPRESSIVE STORY TELLING			
WEEK XIII FOSTERING THE DEVELOPMENT OF LANGUAGE HOW LANGUAGE IS ACQUIRED	#3 Five Areas of Development #4 Language Developement	Written #2	
STAGES OF LANGUAGE ABILITY			
WAYS TO INCREASE LANGUAGE -SPECIFIC ACTIVITIES	#11 Music/ Fingerplays		Unit 19 Curriculum Part II
LANGUAGE AND DIALECTICS			
SPEECH AND HEARING DISABILITIES			

NCC ED 104	MCMAHON CD I	MCMAHON CD II	MCMAHON ADVANCED
WEEK XIV COGNITIVE DEVELOPMENT COGNITIVE GOALS PLANNING THE COGNITIVE CURRICULUM AGE-APPROPIATE ACTIVITIES PIAGETIAN PHILOSOPHY -STAGES OF COGNITIVE DEVELOPMENT PIAGETIAN ABILTIES -MATCHING -GROUPING -COMMON RELATIONS -CAUSE AND EFFECT -SERIATION -TEMPORAL ORDERING -CONSERVATION SPECIFIC ACTIVITIES CHILDREN'S BOOKS	#3 Five Area of Development #8 Math #6 Books	Written #2 Exam	Unit #5 Intellect Develop Unit 18 Curriculum Part I
WEEK XV WORKING WITH PARENTS GOOD COMMUNICATION PARENT/TEACHER REALTIONSHIPS PARENT CONFERENCES		Parent/ Teacher Confer	Unit 11 Qualifications
WEEK XV CHILDREN WITH SPECIAL NEEDS SPECIFIC PHYSICAL CONDTIONS/ SYMPTOMS -SPEECH/HEARING -VISION -HYPERACTIVITY -CONVULSIVE SEIZURES -EXCESSIVE AWKWARDNESS -SICKLE-CELL ANEMIA -AUTISM -DEVELOPMENTAL LAGS -PSEUDORETARDED CHILDREN -TALENTED AND GIFTED MAKING REFERRALS			

ACCE

NCC CURRICULUM

ED 104 INTRODUCTION TO EARLY CHILDHOOD EDUCATION
3 SEMESTER HOURS

I. COURSE DESCRIPTION (AS PER NCC COLLEGE CATALOG)

This course is designed to acquaint students with the field of early childhood education. The importance of the years from birth to five years of age and the part that preschool education can play in a child's development are emphasized. The course will acquaint students with the historical perspectives of early childhood education along with modern trends and developments.

II. COURSE OBJECTIVES

1. To acquaint students with the basic theories and philosophies of Early Childhood Education and Child Development.

2. To acquaint students with the areas of development of the young child and the normal sequence in which development occurs.

3 To acquaint students with the basic knowledge and understanding of providing quality child care and education to young children.

4. To acquaint students with some of the research which current practices in Early Childhood Education are based upon.

5. To provide students with a forum in which to reflect and discuss issues related to the field of Early Childhood Education.

CONTENT TO BE LEARNED AND DISCUSSED: BEGINNING TO TEACH

WEEK I

1. HOW TO SURVIVE WHILE TEACHING: SUGGESTIONS AND GUIDELINES FOR THE FIRST FEW WEEKS
   - -basic professional ethics
   - -some recommendations about starting out
   - -practical things to do to increase competence
   - -recognizing and dealing effectively with stress

WEEK II

2. WHAT MAKES A GOOD DAY FOR CHILDREN
   - -can early education make a difference
   - -developmental interactionist philosophy
   - -planning a good day for children
   - -curriculum anaylsis and planning chart

CONTENT TO BE LEARNED AND DISCUSSED: FOSTERING PHYSICAL WELL-BEING

WEEK III

1. HANDLING DAILY ROUTINES
   - -schedules and transitions into routines
   - -routines of arrival and departure
   - -routines that center around eating
   - -process of toileting
   - -handling nap time

2. ROOM ARRANGEMENT
   - -how to use room arrangement as a teaching strategy
   - -interest centers in your classroom
   - -criteria for analyzing room arrangement

3. STATE OF CONNECTICUT DEPARTMENT OF HEALTH LICENSING REGULATIONS
   - -teacher qualifications
   - -physical space requirements
   - -health and safety requirements

WEEK IV

4. DEVELOPMENT OF THE PHYSICAL SELF
   - -promotion of health and safety in the classroom
   - -basic principles of physcial development
   - -fostering large and small muscle development
   - -perceptual-motor activities
   - -using physical activity to promote creativity
   - -fostering sensory experiences

CONTENT TO BE LEARNED AND DISCUSSED: NOURISHING AND MAINTAINING EMOTIONAL HEALTH

WEEK V

1. FOSTERING MENTAL HEALTH IN YOUNG CHILDREN
   - -stages of development, Erik Erickson
   - -hallmarks of an emotionally healthy young child
   - -teacher qualities to foster an emotionally healthy climate
   - -ways to help young children achieve healthy emotional development

WEEK VI

2. DEVELOPING SELF-ESTEEM IN YOUNG CHILDREN
   - -relationship of self-esteem to self-concept
   - -sources of self-esteem
   - -ways to reduce self-esteem
   - -positive methods to enhance self-esteem
   - -helping young children achieve competence

WEEK VII

3. TENDER TOPICS:HELPING CHILDREN MASTER EMOTIONAL CRISIS
   - -defintion of a "crisis" situation
   - -general principles related to a crisis
   - -things to do for the family
   - -things to do for the child
   - -helping children cope with specific crises

CONTENT TO BE LEARNED AND DISCUSSED:FOSTERING SOCIAL DEVELOPEMENT

WEEK VIII

1. DEVELOPING SOCIAL COMPETENCE IN YOUNG CHILDREN
   - -developmental trends in social growth
   - -how children become socialized
   - -teaching appropiate social goals for young children

WEEK IX

2. HELPING YOUNG CHILDREN ESTABLISH SELF-DISCIPLINE AND SELF-CONTROL
   - -two basic goals of discipline
   - -establishing inner controls: ego-strength and moral development
   - -practical things to do to help children behave in acceptable ways
   - -ways to prevent discipline situations from occurring
   - -practical things to do when a crisis occurs
   - -ways to help children who continue to misbehave

WEEK IX

3. AGGRESSION:WHAT TO DO ABOUT IT
   - -undesirable ways to cope with aggression
   - -desirable ways to cope with aggression
   - -classroom management

FOSTERING SOCIAL DEVELOPMENT (CON'T)

WEEK X

4. THE PLEASURES OF MEANINGFUL WORK
   -teaching children to dislike work
   -teaching the positive values of work to young children
   -incorporating meaningful work into the curriculum

5. PROVIDING CROSS-CULTURAL, NON-SEXIST EDUCATION
   -examples of teacher prejudice
   -how to change attitudes
   -how young children notice ethnic and gender differences
   -commonalities between cross-cultural and non-sexist education
   -principles of cross-cultural education
   -principles of non-sexist education

CONTENT TO BE LEARNED AND DISCUSSED:ENHANCING CREATIVITY

WEEK XI

1. FOSTERING CREATIVITY BY MEANS OF SELF-EXPRESSIVE MATERIALS
   -definition of creativity
   -importance of creative development
   -stages of creative development
   -general recommendations about creativity
   -use of self-expressive materials
   -presentation of specific materials and activities

WEEK XII

2. FOSTERING CREATIVITY IN PLAY
   -purpose of play
   -developemtnal stages of play
   -factors to facilitate play in young children
   -specific activities to encourage creativity in play

WEEK XII

3. FOSTERING CREATIVITY IN THOUGHT
   -important points to remember about creative thinking
   -use of open-ended questions to foster creative thought
   -encouraging children to explore new ways to use equipment
   -encouraging unconventional ideas
   -fostering self-expressive story telling

CONTENT TO BE LEARNED AND DISCUSSED: DEVELOPING LANGUAGE SKILLS AND MENTAL ABILITY

WEEK XIII

1. FOSTERING THE DEVELOPMENT OF LANGUAGE SKILLS
   - -how language is acquired
   - -developmental milestones in language
   - -methods used to increase language competence in young children
   - -basic ways to foster language developemtn
   - -language and dialectical differences
   - -speech and hearing disabilities

WEEK XIV

2. DEVELOPING THINKING AND REASONING SKILLS
   - -selecting appropiate cognitive goals for young children
   - -constructing the cognitive curriculum
   - -basic concepts of Piagetian psychology
   - -stages of cognitive developement
   - -Piagetian concept formation abilties
   - -opportunities for practicing concept formation skills

CONTENT TO BE LEARNED AND DISCUSSED: WORKING WITH SPECIAL SITUATIONS

WEEK XV

1. WHAT PARENTS NEED
   - -problems that interfere with good communication
   - -suggestions for establishing good home-school communication
   - -suggestions for dealing with communication problems
   - -counseling with parents
   - -practical pointers about conducting a parent conference
   - -limits to guidance work

WEEK XV

2. WORKING WITH EXCEPTIONAL CHILDREN
   - -how to be a screening agent
   - -referring children for special help
   - -mainstreaming exceptional children
   - -general recommendations for working with exceptional children
   - -specific physical conditions and their symptoms

NORWALK COMMUNITY COLLEGE

ED 110 FIELD OBSERVATION AND SEMINAR I
3 SEMESTER HOURS

I. COURSE DESCIPTION (AS PER NCC COLLEGE CATALOG)

This course is designed to increase objectivity in observing and interpreting children's behavior, to observe developmental characteristics , and to increase the awareness of normal patterns of behavior. Observation and participation placements are provided for the study of young children in various early childhood settings. For eleven weeks a student will observe and participate in a center two days a week for three consecutive hours, for a total of 166 hours. There will be a weekly seminar class.

II. COURSE OBJECTIVES

1. To afford students the opportunity to observe young children in an early childhood setting.

2. To afford students the opportunity to interact with young children in an early childhood setting.

3. To acquaint students with various forms of observation used to study the behavior of young children.

4. To develop the students competency in recording the behavior of young children.

5. To allow students to plan various activites for young children and implement them during the practicum experience.

CONTENT TO BE LEARNED AND DISCUSSED:TEACHING IN A SCHOOL FOR YOUNG CHILDREN

WEEK I
-Introducing early childhod education
-Setting the stage
-Why observe young children
-Observation and child study:a historical perspective

WEEK II,III
-Getting to know children
-Goals for early childhood education
-Teachers and techniques used
-Ancedotal records:guidelines

CONTENT TO BE LEARNED AND DISCUSSED:THE CURRICULUM OF EARLY CHILDHOOD SCHOOL

WEEK IV
-Introduction to activity planning
-Managing an early childhood group

WEEK V
-Dramatic play activities
-Diary descriptions:the historical background
-Advantages and disadvantages of the diary description method
-Current uses of diary descritions

WEEK VI
-Perceptual-motor activities
-Running Records:guidelines
-Speciment Records:guidelines
-Advantages and Disadvantages of running records and specimen records

WEEK VI
-Language activities
-Relationship of language to total development
-Goals of language development
-Planning language arts activities

WEEK VII
-Literature activities
-The major goal:a lifelong love of books
-How literature supports all developmental tasks
-Issues related to the reading question
-Daily literature experiences

(ED 110 CONTINUED)

WEEK VIII
-Creative art activities
-Time sampling:guidelines
-How to interpret the data from time sampling
-Advantages and disadvantages of time sampling

WEEK IX,X
-Creative music activities
-Case studies:historical background
-Case studies:guidelines
-Analyzing the data from case studies

WEEK XI
-Learning activities in the outdoors
-Checklists and rating scales:guidelines
-Types of checklists and rating scales
-Advantages and disadvantages of checklists and rating scales

WEEK XII
-Science activities
-Food activities,meals and snacks
-guidelines for food and nutrition program planning

WEEK XIII
-Event sampling:guidelines
-Advantages and disadvantages of event sampling

ACCE

NCC

SUPPORT MATERIAL

ED 104
PROFESSOR RAGOZZINE

FALL 1988
OFFICE #405

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

COURSE OUTLINE

COURSE DESCRIPTION
THIS COURSE IS DESIGNED TO ACQUAINT STUDENTS WITH THE FIELD OF EARLY CHILDHOOD EDUCATION. THE IMPORTANCE OF THE YEARS FROM BIRTH TO FIVE YEARS OF AGE AND THE PART THAT PRE-SCHOOL EDUCATION CAN PLAY IN A CHILD'S DEVELOPMENT ARE EMPHASIZED. THE COURSE WILL ACQUAINT STUDENTS WITH HISTORICAL PERSPECTIVES OF EARLY CHILDHOOD EDUCATION ALONG WITH MODERN TRENDS AND DEVELOPMENTS.

COURSE TOPICS
-BEGINNING TO TEACH YOUNG CHILDREN
-FOSTERING PHYSICAL WELL BEING
-NOURISHING AND MAINTAINING EMOTIONAL HEALTH
-FOSTERING SOCIAL DEVELOPMENT
-ENHANCING CREATIVITY
-DEVELOPING LANGUAGE SKILLS AND MENTAL ABILITY
-WORKING WITH SPECIAL SITUATIONS
-RECENT TRENDS IN EARLY CHILDHOOD EDUCATION

COURSE OBJECTIVES
1. TO ACQUAINT STUDENTS WITH THE BASIC THEORIES AND PHILOSOPHIES OF EARLY CHILDHOOD EDUCATION AND CHILD DEVELOPMENT.

2. TO ACQUAINT STUDENTS WITH THE BASIC KNOWLEDGE AND UNDERSTANDING OF PROVIDING QUALITY CARE AND EDUCATION TO YOUNG CHILDREN.

3. TO ACQUAINT STUDENTS WITH THE AREAS OF DEVELOPMENT OF THE YOUNG CHILD AND THE NORMAL SEQUENCE IN WHICH DEVELOPMENT OCCURS.

4. TO ACQUAINT STUDENTS WITH SOME OF THE RESEARCH WHICH THEORIES AND PRACTICES IN EARLY CHILDHOOD EDUCATION ARE BASED UPON.

5. TO PROVIDE STUDENTS WITH A FORUM IN WHICH TO REFLECT AND DISCUSS ISSUES RELATED TO THE FIELD OF EARLY CHILDHOOD EDUCATION.

COURSE TEXT
HENDRICK,H. THE WHOLE CHILD,MERRILL PUBLISHING, 1988, 4TH EDITION.

SUGGESTED SUPPLEMENTAL READING (CHOOSE ONE)
CLEMENS,S. THE SUN'S NOT BROKEN A CLOUDS JUST IN THE WAY,GRYPHON HOUSE,1983.

ASHTON-WARNER, S. TEACHER, BANTAM, NEW YORK, 1965.

ELKIND, D. THE HURRIED CHILD:GROWING UP TOO FAST, TOO SOON, ADDISON-WESLEY PUBLISHING, 1981.

COURSE REQUIREMENTS

1. REGULAR ATENDANCE IS EXPECTED AND STUDENTS ARE TO BE PRESENT FROM THE BEGINNING OF EACH CLASS PERIOD. EXCESSIVE ABSENCES WILL BE REFLECTED IN THE GRADING OF THE COURSE AND MAY RESULT IN A COURSE WITHDRAWAL.

2. STUDENTS ARE RESPONSIBLE FOR ALL READING ASSIGNMENTS AND FOR ALL MATERIAL PRESENTED IN CLASS LECTURES.

3. ALL ASSIGNMENTS, WHETHER WRITTEN OR READING ARE DUE ON THE DATES INDICATED. LATE ASSIGNMENTS MAY RESULT IN A GRADING PENALTY OR A LOSS OF CREDIT.

4. ALL WRITTEN ASSIGNMENTS MUST BE DONE IN INK OR TYPED. IT IS EXPECTED THAT STUDENTS WILL HAND IN PAPERS THAT ARE NEAT, LEGIBLE,NUMBERED CONSECUTIVELY AND STAPLED. GOOD ENGLISH GRAMMAR AND CORRECT SPELLING ARE REQUIRED IN ALL WRITTEN WORK. NO MATERIAL ON SHEETS TORN FROM A SPIRAL NOTEBOOK WILL BE ACCEPTED. FAILURE TO MEET ANY OF THESE STANDARDS MAY RESULT IN A GRADING PENALTY OR A LOSS OF CREDIT.

5. EACH STUDENT IS RESPONSIBLE FOR A COURSE JOURNAL WHICH WILL BE HANDED IN PERIODICALLY DURING THE SEMESTER (SEE JOURNAL GUIDELINES)

6. EACH STUDENT IS EXPECTED TO TAKE ALL TESTS GIVEN THROUGHOUT THE SEMESTER ON THE DATES INDICATED. IF AN EMERGENCY ARISES AND A STUDENT MISSES A TEST CLASS, A MAKE-UP MUST BE TAKEN WITHIN A WEEK OF THE TEST DATE. STUDENTS ARE RESPONSIBLE FOR CONTACTING THE INSTRUCTOR IN ORDER TO MAKE ARRANGEMENTS.

EVALUATION CRITERIA

EVALUATION OF STUDENT'S WORK WILL ENCOMPASS ALL ASPECTS OF THE COURSE. FINAL GRADES WILL BE BASED ON TESTS, JOURNAL, FINAL EXAMINATION, STUDENT PARTICIPATION IN CLASS AND ATTENDANCE.

TESTS/FINAL EXAM	= 40%
JOURNAL	= 40%
PARTICIPATION	= 10%
ATTENDANCE	= 10%

OFFICE HOURS

STUDENTS ARE ENCOURAGED TO SEEK INDIVIDUAL ASSISTANCE FROM THE COURSE INSTRUCTOR SHOULD THE NEED ARISE. OFFICE HOURS ARE LISTED BELOW AND SPECIAL ARRANGEMENTS FOR AN APPOINTMENT CAN BE MADE IF NEED BE. PLEASE FEEL FREE TO APPROACH ME ON ANY APSECT OF THE COURSE THAT MIGHT BE TROUBLING YOU OR WHICH YOU MIGHT REQUIRE FUTHER INFORMATION ON.

MONDAY - 4:30 - 6:00
TUESDAY - 10:30 -11:00 12:35 - 1:35
WEDNESDAY - BY APPOINTMENT ONLY
THURSDAY - 10:30 -11:00

JOURNAL GUIDELINES

EACH STUDENT IS TO CREATE A JOURNAL (40% OF GRADE) OF MATERIAL PERTAINING TO THE TOPICS COVERED IN THE COURSE. THE MATERIAL WILL BE SELECTED BY THE STUDENT AND SHOULD REFLECT THE STUDENT'S SPECIAL INTERESTS IN THE EDUCATION OF YOUNG CHILDREN. EACH JOURNAL MUST BE DIVIDED INTO THE SECTIONS OUTLINED BELOW AND CONTAIN THE FOLLOWING ASSIGNMENTS.

SECTION I:MAGAZINE REPORTS..DUE DATE:OCT 13(01)....POINT VALUE:10
DUE DATE:OCT 17(02)

REPORTS ON TWO(2) MAGAZINE ARTICLES RELATING TO EARLY CHILDHOOD EDUCATION. THE ARTICLES MAY RELATE TO CHILD DEVELOPMENT, CURRICULUM AREAS, TEACHING TECHNIQUES, EARLY CHILDHOOD RESEARCH, PARENT EDUCATION TOPICS, ETC.

REPORTING FORMAT:EXAMPLE
TITLE OF ARTICLE :"MULTICUTLURAL EDUCATION IN YOUNG CHILDREN"
AUTHOR OF ARTICLE: PATRICIA RAMSEY
MAGAZINE SOURCE : YOUNG CHILDREN MAGAZINE - JANUARY 1982

THE FOLLOWING POINTS MUST BE COVERED IN EACH REPORT ON AN ARTICLE:

1. THE MAIN IDEAS YOU LEARNED FROM READING THE ARTICLE.
2. YOUR REACTION TO THE ARTICLE - WHETHER OR NOT YOU AGREED, DISAREED OR QUESTIONED SOME OF THE POINTS WHICH THE AUTHOR MADE IN THE ARTICLE.
3. HOW YOU WILL USE SOME OF THESE IDEAS IN YOUR WORK WITH YOUNG CHILDREN.

* THE ARTICLES WHICH YOU CHOOSE TO REPORT ON MUST COME FROM YOUNG CHILDREN , THE JOURNAL OF THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN. THESE JOURNALS , CAN BE FOUND IN THE NCC LIBRARY. YOUR REPORTS MUST BE OF ADEQUATE LENGTH, AT LEAST 1 1/2 TYPED WRITTEN AND TWO PAGES HAND WRITTEN.

SECTION II:BOOK REPORT..DUE DATE:NOV.17(01) ..POINT VALUE:10.
DUE DATE:NOV.21(02)

REPORT ON REQUIRED SUPPLEMENTAL READING TEXT,(FROM RECOMMENDED LIST BY INSTRUCTOR)

REPORTING FORMAT:EXAMPLE
TITLE OF BOOK : THE SUN'S NOT BROKEN A CLOUD'S JUST IN THE WAY
AUTHOR OF BOOK: SIDNEY GUREWITZ CLEMENS
PUBLISHER : GRYPHON HOUSE

THE FOLLOWING POINTS MUST BE COVERED IN THE BOOK REPORT:

1. THE MAIN IDEAS YOU LEARNED FROM READING THE BOOK.
2. YOUR REACTION TO THE BOOK - WHETHER OR NOT YOU AGREED , DISAGREED OR QUESTIONED SOME OF THE POINTS WHICH THE AUTHOR MADE IN THE BOOK.
3. HOW YOU WILL USE THESE IDEAS IN YOUR WORK WITH YOUNG CHILDREN.

*THIS SECTION OF THE JOURNAL MUST BE OF ADEQUATE LENGTH (A MINIMUM OF 2 1/2 TYPE WRITTEN 4 HAND WRITTEN) , INCLUDE ALL THE POINTS LISTED ABOVE AND DISPLAY EVIDENCE OF THE STUDENT'S INTERNALIZATION OF THE PHILOSOPHY ADVOCATED BY THE AUTHOR ON EARLY CHILDHOOD EDUCATION

SECTION III:SPECIAL PROJECTS..DUE DATES:TO BE ASSIGNED..POINT VALUE:5

DURING THE SEMESTER ADDITIONAL REPORTS OR PROJECTS WILL BE ASSIGNED RELATED TO INDIVIDUAL AREAS OF STUDY. THESE ARE TO BE KEPT IN THE JOURNAL.

IN ADDITION, ANY HANDOUTS GIVEN TO THE STUDENTS PERTAINING TO THESE AREA SHOULD ALSO BE KEPT IN THIS SECTION.

SECTION IV: LECTURE NOTES.DUE DATE: TO BE ASSIGNED..POINT VLAUE:0

THIS SECTION OF YOUR JOURNAL SHOULD BE ALLOCATED FOR CLASS LECTURE NOTES, SPECIAL GUEST LECTURE NOTES AND/OR ANY ADDITIONAL MATERIAL HANDED OUT DURING THE SEMESTER.

SECTION V:SPECIAL PRESENTATION REPORT.....DUE DATE:DEC 5-12
....POINT VALUE:15

(YOUR IDEA FOR THIS REPORT MUST BE CLEARED WITH THE INSTRUCTOR)

SELECT A THEME OR CONCEPT AREA THAT WOULD BE APPROPRIATE TO DO WITH A GROUP OF 3-5 YEAR OLD CHILDREN (EX:COMMUNITY HELPERS) RESEARCH YOUR TOPIC IN THE LIBRARY, FINDING A LIST OF RESOURCES THAT YOU COULD USE WITH THE CHILDREN. YOUR PRESENTATION AND REPORT MUST INCLUDE THE FOLLOWING:

1. WRITE A PLAN (USING FORM) WITH SIX(6) ACTIVITIES THAT YOU COULD DO WITH THE CHILDREN; ONE FOR EACH OF THE DEVELOPMENTAL AREAS LISTED BELOW:
   - -PHYSICAL (FINE OR LARGE)
   - -EMOTIONAL
   - -SOCIAL
   - -MULTI-CULTURAL OR NON-SEXIST
   - -CREATIVE
   - -COGNITIVE (MENTAL OR LANGUAGE)

   EACH ACTIVITY MUST RELATE TO YOUR THEME OR CONCEPT.

2. ONE(1) ACTIVITY MUST BE DEMONSTRATED TO THE CLASS. FOR EXAMPLE, IF YOU ARE DEMONSTRATING A CREATIVE ACTIVITY TO THE CLASS, YOU MUST BRING IN ALL THE MATERIALS AND SHOW THE CLASS HOW YOU WOULD DO IT WITH THE CHILDREN.

   A WRITTEN ACTIVITY PLAN (USING FORM) MUST ACCOMPANY THIS AND MUST BE INCLUDED IN YOUR REPORT.

3. THREE(3) CHILDREN'S BOOKS THAT RELATE TO YOUR THEME MUST BE RESEARCHED. THESE BOOKS SHOULD BE BROUGHT TO SCHOOL ON THE DAY OF YOUR PRESENTATION.

   A WRITTEN REVIEW OF EACH OF THE THREE(3) BOOKS NEEDS TO INCLUDED IN YOUR REPORT.

4. A BIBLIOGRAPHY OF ALL RESOURCES YOU USED TO PREPARE THIS REPORT AND PRESENTATION MUST BE INCLUDED. THIS SHOULD INCLUDE ALL BOOKS, FILMSTRIPS ETC.

TEST #1
ED 104

PROF. RAGOZZINE
FALL 1988

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

STUDENT NAME _____

SECTION _____

DATE _____

PART I (38 POINTS)	TOTAL	_____
PART II(32 POINTS)	TOTAL	_____
PART III(5 POINTS)	TOTAL	_____
WORKSHEET I (5 POINTS)	TOTAL	_____
WORKSHEET II(10 POINTS)	TOTAL	_____
WORKSHEET III(10 POINTS)	TOTAL	_____
TOTAL POINTS TEST I		_____
GRADE		_____

TEST #1 FALL 88

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

PART I: TRUE AND FALSE (QUESTIONS 1-19). EACH QUESTION WORTH (2) POINTS.

1. THE DEVELOPMENTAL INTERACTIONIST APPROACH IS BASED ON THE PREMISE THAT THE PURPOSE OF EDUCATION IS TO INCREASE COMPETENCY IN ALL ASPECTS OF THE DEVELOPING CHILD.

2. PARENTS SHOULD NOT BE INCLUDED AS PART OF THE LIFE OF THE SCHOOL.

3. GOOD CURRICULUM PLANNING DOES NOT REQUIRE DEFINITE OBJECTIVES AND PURPOSES IN MIND.

4. ONE OF THE LONG TERM EFFECTS OF PRE-SCHOOL PROGRAMS IS SIGNIFICANT INCREASES IN IQ AFTER THE CHILD LEAVES THE PROGRAM UP THROUGH 5 YEARS.

5. SEPARATION ANZIETY APPEARS TO BE STRONGEST IN AMERICAN CHILDREN BETWEEN THE AGES OF 10 TO 24 MONTHS.

6. A STUDY OF SEVERAL TYPES OF NURSERY SCHOOLS SHOWS THAT 20-30% OF THE TIME IS SPENT IN TRANSITION.

7. THE AGENCY WHICH LICENSES AND REGULATES CHILD CARE IN CONNECTICUT IS THE DEPARTMENT OF EDUCATION.

8. THE CONNECTICUT REGULATIONS FOR CHILD DAY CARE CENTERS REQUIRES THAT AN ISOLATION AREA BE PROVIDED FOR A SICK CHILD.

9. EACH CHILD ADMITTED TO A CENTER OR HOME MUST SUBMIT AN INITIAL HEALTH RECORD AND AN ANNUAL UPDATE.

10. THE DEPARTMENT OF HEALTH SERVICES MANDATES THAT MEDICINES NOT BE ADMINISTERD IN DAY CARE CENTERS.

11. DAILY ATTENDANCE RECORDS FOR THE CHILDREN ARE NOT REQUIRED BY THE STATE DAY CARE REGULATIONS.

12. THERE SHALL BE ACCESS TO A MINIMUM OF 75 SQUARE FEET PER CHILD IN OUTDOOR SPACE.

13. OPERATORS OF CENTER OR GROUP DAY CARE PROGRAMS MUST PROVIDE A MINIMUM OF 40 SQUARE FEET PER CHILD OF INDOOR SPACE.

14. A FIRST AID KIT SHOULD BE AVAILABLE TO STAFF AT ALL TIMES AND SHOULD BE LOCATED OUT OF THE REACH OF CHILDREN.

15. TELEPHONE NUMBERS FOR THE RESIDENCE AND PLACE OF BUSINESS FOR PARENT AND ANOTHER RESPONSIBLE PERSON SHOULD BE AVAILABLE IN CASE OF AN ILLNESS OR EMERGENCY.

16. "GROUP SIZE" MEANS THE NUMBER OF CHILDREN PERMITTED TO BE IN ATTENDANCE AT ANY ONE TIME.

17. "PROGRAM STAFF" MEANS THOSE PERSONS RESPONSIBLE FOR THE DIRECT CARE OF CHILDREN.

18. AT LEAST TWO STAFF MEMBERS OF THE CENTER WHO HAVE BEEN TRAINED IN A FIRST AID COURSE MUST BE PRESENT AT ALL TIMES IN THE CENTER.

19. THE "OPERATOR" AND THE "DIRECTOR" OF A CENTER MUST BE THE SAME PERSON TO WHOM A LICENSE IS ISSUED.

PART II: SHORT ANSWER. (QUESTIONS 20-27). EACH QUESTIONS WORTH (4) POINTS

20. LIST THE 5 AREAS OF DEVELOPMENT OF THE YOUNG CHILD.

_____

_____

_____

_____

_____

21. LIST 4 DIFFERENT TYPES OF EARLY CHILDHOOD PROGRAMS IN WHICH A TEACHER OR STUDENT TEACHER MIGHT WORK WITH YOUNG CHILDREN.

_____

_____

_____

_____

22. LIST AND EXPLAIN 4 BASIC PRINCIPLES IN MAKING MEAL TIME PLEASANT FOR YOUNG CHILDREN.

_____

_____

_____

_____

23. LIST THE 3 BASIC PRINCIPLES OF PHYSICAL DEVELOPMENT

_____

_____

_____

24. LIST 4 DIFFERENT ACTIVITIES THAT YOU COULD USE IN YOUR CLASSROOM TO FOSTER FINE MOTOR DEVELOPMENT IN YOUNG CHILDREN.

25. DEFINE THE WORD "CURRICULUM" AS USED IN AN EARLY CHILDHOOD PROGRAM.

26. LIST 4 WAYS TO ENHANCE SELF-ESTEEM IN A YOUNG CHILD.

27. LIST 3 HALLMARKS OF AN EMOTIONALLY HEALTHY CHILD.

PART III: ESSAY QUESTION. WORTH 5 POINTS

LIST AND EXPLAIN ERIK ERIKSONS STAGES OF EMOTIONAL DEVELOPMENT.

WORKSHEET I: DAILY SCHEDULE. WORTH 5 POINTS

USING THE FRAMEWORK BELOW, COMPLETE THE DAILY SCHEDULE FOR A FULL DAY CHILD CARE PROGRAM. GIVE A BRIEF DESCRIPTION OF EACH TIME BLOCK.

TIME BLOCK	DESCRIPTION
7:30-8:00 A.M.	TEACHERS ARRIVE, PREPARE DAY FOR CHILDREN
12:00-12:30/45 P.M.	LUNCH. CHILDREN SEATED IN SMALL GROUPS EAT FAMILY STYLE WITH TEACHERS.
5:30 P.M.	ALL CHILDREN REMAINING GO HOME.

WORKSHEET II:CURRICULUM ANAYSIS. WORTH 10 POINTS

USING THE FORM BELOW, PLAN AN ACTIVITY FOR EACH OF THE FIVE DEVELOPMENTAL AREAS OF A YOUNG CHILD. GIVE THE NATURE/NAME OF THE ACTIVITY AND THEN ANALYZE IT FOR THE SPECIFIC PURPOSE AND VALUE FOR THE CHILD.

DEVELOPMENTAL AREA	NATURE/NAME OF ACTIVITY	SPECIFIC PURPOSE/VALUE

WORKSHEET III:ACTIVITY PLANNING , WORTH 10 POINTS

USING THE FORM BELOW PLAN AN ACTIVITY FOR EACH OF THE FIVE CATEGORIES OF PHYSICAL DEVELOPMENT.

CATEGORY	DESCRIPTION	ACTIVITY
BALANCE	CHILDREN NEED TO DISCOVER HOW BODIES MOVE, SORT ONE PART OF THEIR BODY FROM AMOTHER.	
EYE-HAND COORDINATION	THE COMBINATION OF EYES AND HANDS WORKING TOGETHER	
EYE-FOOT COORDINATION	CONTROL OF MOVEMENT AND DIRECTION OF BODY BY USING LEGS AND FEET TO THE GREATEST DIRECTION.	
RHYTHM	THE FLOW OF BODILY MOVEMENT.	
LOCOMOTION	AFTER CHILDREN ARE AWARE OF BASIC BODY PARTS AND GAIN CONTROL OF THEM, THEY ARE READY TO PURSUE ACTIVITIES THAT REFINE RUDIMENTARY MOVEMENT SKILLS AND ENCOURAGE CREATIVITY.	

FALL 1988
ED. 104

PROF. RAGOZZINE
TEST #2

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

STUDENT _____
SECTION _____

POINT VALUES:
SECTION I : _____
SECTION II : _____
SECTION III : _____
WORKSHEET I : _____
WORKSHEET II: _____
WORKSHEET III:_____
BONUS :_____

TOTAL POINTS :_____
GRADE :_____

PART I: TRUE AND FALSE (QUESTIONS 1-10). EACH QUESTION WORTH 2 POINTS.
INDICATE A FOR TRUE AND B FOR FALSE.

1. BOTH AN AUTHORITARIAN AND OVERPERMISSIVE TEACHER WILL INCREASE EXPRESSIONS OF AGGRESSION IN THEIR CLASSROOM.

2. AN INCONSISTENT TEACHER CREATES AN UNEASE IN CHILDREN WHICH WILL FOSTER ATTEMPTS TO MANIPULATE A GIVEN SITUATION.

3. IT IS IMPORTANT TO OFFER TRUTHFUL, BRIEF REASONS FOR RULES BESCAUSE RESEARCH INDICATES THAT THIS HELPS CHILDREN DEVELOP INTERNALIZED CONSCIENCES

4. CONSISTENCY IN HANDLING CHILDREN IS IMPORTANT, THEREFORE, THE TEACHER SHOULD TRY NOT TO MAKE ALLOWANCES FOR INDIVIDUAL CHILDREN.

5. ONE OF THE MOST EFFECTIVE WAYS TO HANDLE DISCIPLINARY PROBLEMS IS TO PREVENT SUCH SITUATIONS FROM ARISING.

6. ONE OF THE DESIRABLE THINGS THE TEACHER CAN DO TO TEACH CHILDREN SELF-CONTROL IS TO HAVE THEM PRACTICE IT BY SITTING UP STRAIGHT AND WAITING QUIETLY UNTIL LUNCH IS SERVED.

7. A TEACHER SHOULD ALWAYS TRY TO ASSESS THE UNDERLYING CAUSES OF AGGRESSION AND ELIMINATE THEM WHEN POSSIBLE.

8. A TEACHER SHOULD NEVER INTERVENE IN A DISCIPLINE SITUATION BETWEEN CHILDREN, IN THIS WAY CHILDREN WILL LEARN FOR THEMSELVES.

9. A TEACHER SHOULD HAVE AS FEW RULES AS POSSIBLE, BUT MAKE THE ONES SHE HAS STICK.

10. A TEACHER SHOULD ALWAYS DRAW ATTENTION TO BEHAVIOR SHE WISHES TO DISCOURAGE IN CHILDREN.

PART II: FILL IN THE BLANK (QUESTIONS 11-20). EACH QUESTION WORTH 2 POINTS
USE THE WORD OR PHRASE WHICH BEST COMPLETES THE SENTENCE.

11. ROOM ARRANGEMENT CAN BE USED BY TEACHERS AS A _____

12. THE EASEL DOES NOT HAVE TO BE WITH OTHER ART ACTIVITIES, BUT IT SHOULD BE NEAR _____ AND _____

13. CHILDREN MISBEHAVE BECAUSE THEY ARE _____

14. A TEACHER SHOULD ALWAYS TRY TO CATCH CHILDREN WHO MISBEHAVE, DOING SOMETHING _____

15. IN ORDER TO CHANGE THE BEHAVIOR OF A CHILD ON THE OUTSIDE, YOU MUST FIRST _____

16. THE MOTIVE OF TENSION-REDUCTION DISRUPTIVE BEHAVIOR IS TO _____ _____

17. THE GOALS OF NEED-SATISFACTION DISRUPTIVE BEHAVIOR ARE _____ _____, _____, _____

18. THE _____ AREA AND THE _____ AREA SHOULD BE PLACED NEXT TO ONE ANOTHER IN ORDER TO EXTEND THE PLAY BETWEEN THEM.

19. BLOCK SHELVES SHOULD BE _____ AS TO MARK THE PLACE FOR EACH SIZE AN SHAPE.

20. IN ANALYZING YOUR CLASSROOM ARRANGEMENT, YOU SHOULD ALWAYS LOOK AT IT FROM_____.

PART III: SHORT ANSWER (QUESTIONS 21-30) EACH QUESTION WORTH 3 POINTS

21. LIST "4 DONT'S" IN SETTING UP A BLOCK AREA IN YOUR CLASSROOM.

_____

_____

_____

_____

22. LIST 4 DIFFERENT WAYS WHICH WOULD HELP TO MAKE YOUR DRAMATIC PLAY AREA SEEM "HOMELIKE, COZY AND WARM".

_____

_____

_____

_____

23. LIST THE 3 WAYS CHILDREN BECOME SOCIALIZED.

_____

_____

_____

_____

24. LIST 3 OF THE SOCIAL GOALS FOR YOUNG CHILDREN.

_____

_____

_____

25. LIST THE 3 DIFFERENT TYPES OF PLAY THAT A YOUNG CHILD ENGAGES IN FROM BIRTH THROUGH 5 YEARS OF AGE.

_____

_____

_____

26. GIVE 3 EXAMPLES OF WAYS IN WHICH A TEACHER CAN PROVIDE A NON-SEXIST ENVIRONMENT IN HER CLASSROOM.

_____

_____

_____

27. GIVE 3 EXAMPLES OF CROSS-CULTURAL ACTIVITIES WHICH YOU COULD USE IN YOUR CLASSROOM WITH YOUNG CHILDREN.

_____

_____

_____

28. LIST THE 3 KINDS OF MATERIALS THAT ATTRACT ALL CHILDREN AND CAN BE SUCCESSFULLY INCORPORATED WHEN PLANNING WORK EXPERIENCES.

_____

_____

_____

29. LIST 3 HALLMARKS OF AN EMOTIONALLY HEALTHY CHILD.

_____

_____

_____

30. LIST 3 WAYS TO ENHANCE SELF-ESTEEM IN A YOUNG CHILD.

_____

_____

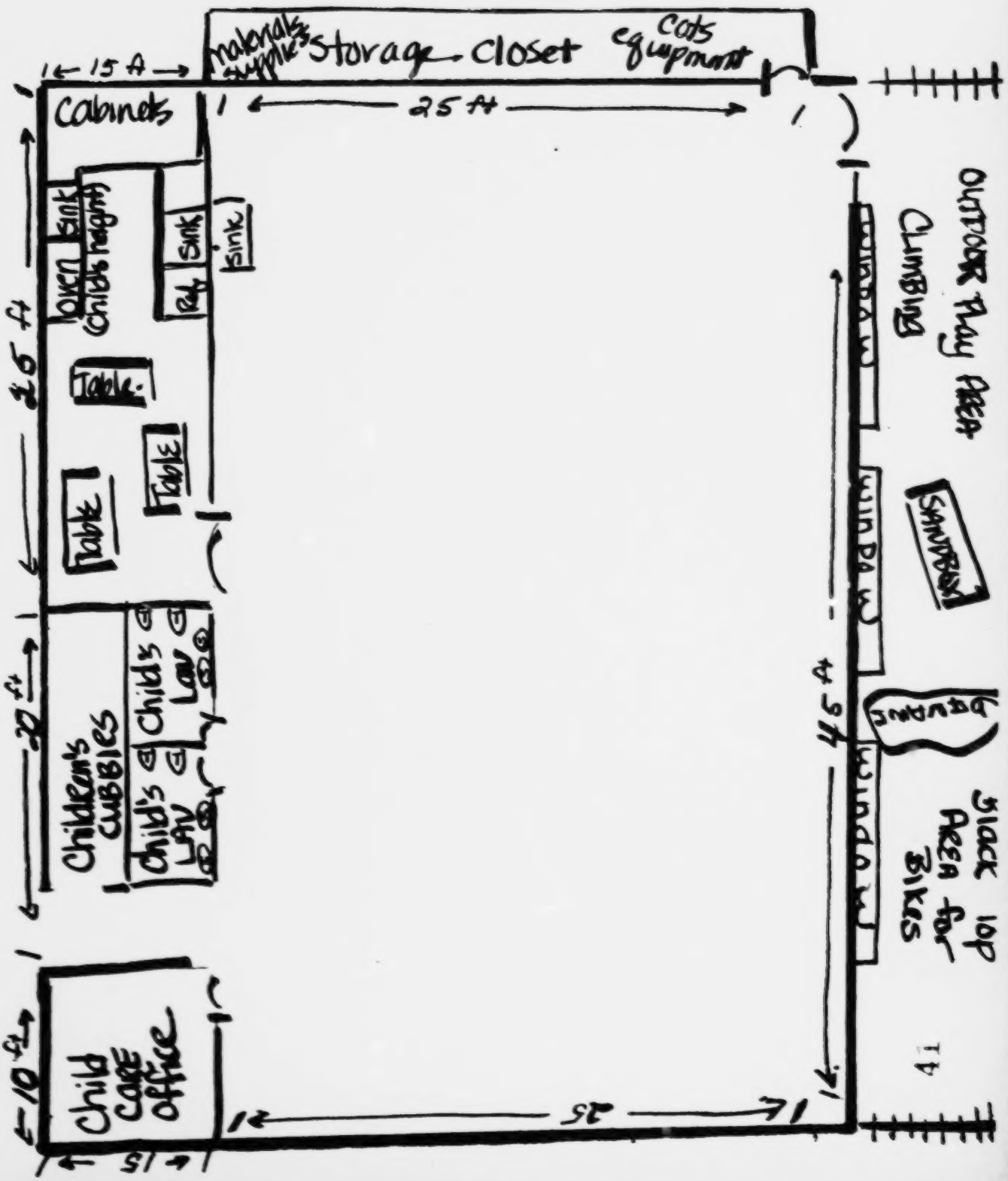
_____

WORKSHEET I: CLASSROOM ARRANGEMENT (WORTH 10 POINTS)

USING THE CLASSROOM BELOW, PLAN A CLASSROOM ARRANGEMENT APPROPIATE FOR YOUNG CHILDREN.

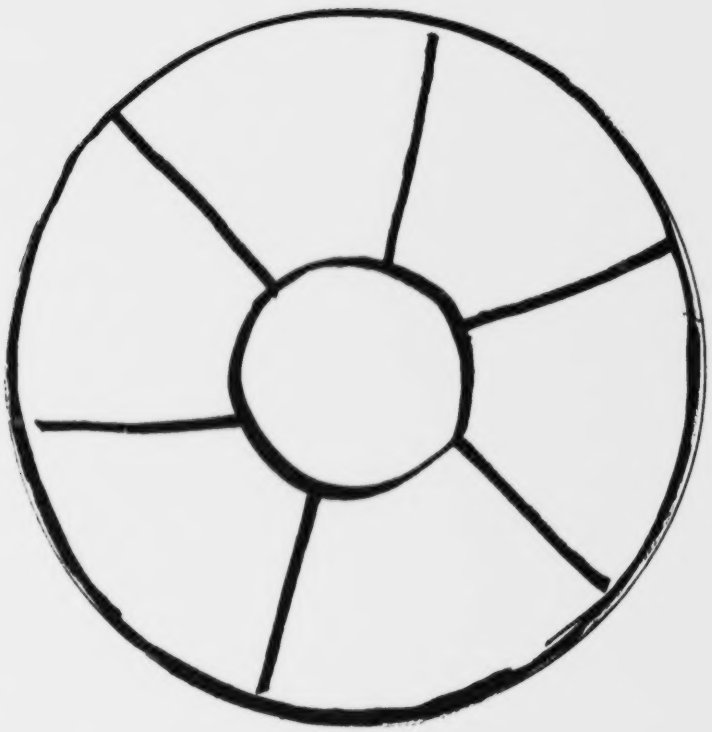
BONUS QUESTION: WHAT WOULD BE THE LICENSED CAPACITY OF CHILDREN IN THIS CLASSROOM? (3 POINTS)

ANSWER : _____



WORKSHEET II: CLASSROOM MANAGEMENT WHEEL (WORTH 10 POINTS)

COMPLETE THE FOLLOWING DIAGRAM AND BRIEFLY EXPLAIN ITS MEANING.



WORKSHEET III: LESSON PLAN (WORTH 10 POINTS)

USING THE FORM BELOW, DEVELOP A LESSON PLAN TO PROMOTE SELF-CONCEPT IN YOUNG CHILDREN.

ACTIVITY PLAN

1. DEVELOPMENTAL GOAL _____

2. OBJECTIVE

   TEACHER'S RESPONSIBILITY _____

   CONTENT _____

   CHILDREN'S PARTICIPATION _____

   _____

   ULTIMATE BEHAVIOR _____

   _____

3. MATERIALS NEEDED _____

   _____

   _____

   _____

4. PROCEDURE _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

FALL 88
ED 104

PROF RAGOZZINE
FINAL EXAM

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

STUDENT_____

SECTION_____

POINT VALUES:
PART I (90):_____

PART II (10):_____

PART III (5):_____
(BONUS)

TOTAL :_____

GRADE :_____

FINAL EXAM

PART I: MULTIPLE CHOICE (EACH QUESTION WORTH 2 POINTS)
CHOOSE THE LETTER THAT INDICATES THE ONE BEST ANSWER

1. WHICH OF THE FOLLOWING COMMENTS ABOUT A CHILD'S PAINTING IS MOST LIKELY TO ENCOURAGE THE CHILD TO BE CREATIVE?

   A. "WHAT BEAUTIFUL COLORS! HOW ABOUT SOME YELLOW TO GO UP HERE?
   B. "THAT CERTAINLY LOOKS LIKE A HOUSE. WHY DON'T YOU PAINT A GARAGE TO GO WITH IT?"
   C. "GEE, THAT LOOKS INTERESTING; WHAT IS IT?"
   D. WOULD YOU LIKE TO TELL ME ABOUT YOUR PAINTING, JOHN?"

2. WHEN THE TEACHER IS PRESENTING CREATIVE MATERIALS:

   A. SHE SHOULD REMEMBER THAT SOME OF THE CHILDREN'S BEHAVIOR WILL BE UNDESIRABLE.
   B. IT IS HELPFUL FOR HER TO PROVIDE A MODEL ONCE IN A WHILE SO THAT THE CHILDREN WILL LEARN HOW TO FOLLOW DIRECTIONS.
   C. IT IS WISE FOR HER TO HAVE TWO CHILDREN WORK SIDE BY SIDE SO THEY CAN PROFIT FROM EACH OTHER'S IDEAS.
   D. THE EMPHASIS SHOULD BE ON THE PLEASURE OF DOING RATHER THAN ON FINISHING.

3. GAMES WITH RULES ARE A FORM OF PLAY THAT:

   A. SHOULD NOT BE WITNESSED AT A NURSERY SCHOOL LEVEL.
   B. SHOULD BE A PART OF THE NURSERY SCHOOL CURRICULUM IN ORDER TO PREPARE THE CHILDREN FOR THE ELEMENTARY SCHOOL EXPERIENCE.
   C. IS THE SIXTH STAGE OF PLAY DESCRIBED BY SMILANSKY.
   D. IS THE MOST COMMON FORM OF PLAY AMONG NURSERY SCHOOL CHILDREN ABOUT TO ENTER KINDERGARTEN.

4. WHEN ATTEMPTING TO FACILITATE CREATIVE PLAY, THE TEACHER:

   A. SHOULD PARTICIPATE ON PEER LEVEL WITH THE CHILDREN.
   B. SHOULD TAKE AN OBVIOUS INTEREST IN THE PLAY, BUT INTERFERE AS LITTLE AS POSSIBLE.
   C. SHOULD REMIND THE CHILDREN OF THEIR LATEST FIELD TRIP.
   D. PROVIDE A MODEL FOR THE CHILD TO COPY.

5. A PEAK PERIOD FOR CREATIVE SELF-EXPRESSION IN OUR CULTURE OCCURS AT THE SAME TIME AS ERIKSON'S DEVELOPMENTAL STAGE OF:

   A. INDUSTRY VERSUS INFERIORITY.
   B. AUTONOMY VERSUS SHAME AND DOUBT.
   C. INITIATIVE VERSUS GUILT.
   D. TRUST VERSUS MISTRUST.

6. THE MOST VALUABLE QUALITY EXPRESSIVE MATERIALS HAVE IN COMMON IS:

   A. THEY FOSTER THE DEVELOPMENT OF CREATIVE THOUGHT.
   B. THEY ARE INEXPENSIVE AND CAN OFTEN BE FOUND FREE AS THROWAWAYS.
   C. THEY ARE FAILURE-PROOF, WILL GIVE THE CHILD A SUCCESSFUL EXPERIENCE.
   D. THEY HELP PREPARE THE PRE-SCHOOL CHILD FOR THE KINDERGARTEN EXPERIENCE.

7. PIAGET MAINTAINS THAT PLAY:

   A. DEVELOPS THE CHILD'S ABILITY TO ABSTRACT ESSENTIAL QUALITIES OF A SOCIAL ROLE.
   B. IS A NATURAL AVENUE OF LEARNING BY THE YOUNG CHILD.
   C. ALLOWS CHILDREN THE OPPORTUNITY TO ACQUIRE INFORMATION.
   D. IS AN INVALUABLE ADJUNCT OF PHYSICAL DEVELOPMENT.
   E. SERVES ALL OF THESE FUNCTIONS.

8. THE KIND OF THINKING IN WHICH MORE THAN ONE SOLUTION OR ANSWER IS POSSIBLE IS TERMED:

   A. DIVERGENT THINKING.
   B. CONVERGENT THINKING.
   C. DIVERSIFIED THINKING.
   D. CONCLUSIVE THINKING.

9. CHILDREN LEARN BEST AND DEVELOP THEIR LANGUAGE SKILLS MOST STRONGLY IF:

   A. THEY DISCUSS EXPERIENCES SUCH AS PLANTING SEEDS FIRST AND THEN DO THE ACTUAL PLANTING.
   B. THEY ARE ENCOURAGED TO TALK ABOUT WHAT IS HAPPENING WHILE IT IS GOING ON.
   C. THEY HAVE MANY INTERESTING EXPERIENCES IN A WARM ENVIRONMENT.
   D. THEY CONTINUE TO USE WORDS WITH FEW ACTUAL ASSOCIATIONS UNTIL THEY UNDERSTAND THEM BETTER.

10. THE DEVELOPMENT OF LANGUAGE:

    A. HAS BEEN DEFINED AS A SYSTEM OF EMOTIONALLY SHARED MEANINGS.
    B. HAS BEEN RARELY EMPHASIZED IN THE NEWER RESEARCH-BASED EARLY CHILDHOOD PROGRAMS.
    C. HAS BEEN FOUND TO GO HAND IN HAND WITH THE DEVELOPMENT OF MENTAL ABILITY.
    D. UNDERGOES PRONOUNCED DECLINE DURING THE ELEMENTARY SCHOOL YEARS.

11. WHEN ONE IS TEACHING CHILDREN WHOSE DOMINANT LANGUAGE IS NOT ENGLISH, IT WORKS WELL TO:

    A. TEACH THEM NEW CONCEPTS IN ENGLISH FIRST AND THEN SUPPLEMENT THIS LEARNING WITH AN EXPLANATION IN THE DOMINANT LANGUAGE.
    B. USE ONLY ENGLISH AT SCHOOL TO HELP THE CHILDREN GAIN PROFICIENCY MOST QUICKLY.
    C. TEACH THEM NEW CONCEPTS IN THEIR DOMINANT LANGUAGE FIRST.
    D. WAIT UNTIL SIXTH GRADE AND THEN TEACH THEM ENGLISH.

12. A CHILD WHO SUFFERS FROM OTITIS MEDIA (MIDDLE EAR DISEASE) SHOULD BE WATCHED CLOSELY FOR:

    A. A STUTTERING PROBLEM.
    B. A HEARING LOSS AND POTENTIAL SPEECH DELAY.
    C. SIGNS OF RHEUMATOID ARTERIOSCLEROSIS.
    D. SIGNS OF AUTISM.

13. IT IS IMPORTANT TO KEEP COGNITIVE LEARNING AS PLEASURABLE AS POSSIBLE BECAUSE:

A. PLEASURE WILL CAUSE CHILDREN TO WANT TO REPEAT THE EXPERIENCE.
B. THIS IS MORE FUN FOR CHILD AND TEACHER, AND FUN IS IMPORTANT.
C. IT IS THE CHILDREN'S LAST CHANCE TO REALLY EXPERIENCE PLEASURE WHILE LEARNING SOMETHING.
D. YOUNG CHILDREN NEED PLEASUREFUL EXPERIENCE EVEN MORE THAN OLDER CHILDREN DO.

14. THE TEACHER WHO TAKES THE CHILDREN ON A FIELD TRIP TO A DELICATESSEN AND THEN FOLLOWS THIS UP WITH MAKING RECIPES CONTRIBUTED BY THE CHILDREN'S FAMILIES:

A. IS ENCOURAGING CLASSIFICATION AND MATCHING ACTIVITIES.
B. IS DEVELOPING HER CURRICULUM IN A VERTICAL DIRECTION.
C. IS DEVELOPING HER CURRICULUM IN A HORIZONTAL DIRECTION.
D. IS ENCOURAGING THE DEVELOPMENT OF PREJUDICE AND RACIAL BIAS.

15. VERTICAL CURRICULUM:

A. DEVELOPS BEST WHEN CREATED SPONTANEOUSLY.
B. IS TOO DIFFICULT FOR ALL BUT THE BRIGHTEST 4-YEAR OLDS TO BE INVOLVED IN.
C. IS USUALLY DEVELOPED INDEPENDENTLY OF HORIZONTAL CURRICULUM.
D. USES HORIZONTAL CURRICULUM AS A FOUNDATION TO BUILD THINKING SKILLS.

16. PIAGET COULD BE ACCURATELY DESCRIBED AS A PSYCHOLOGIST WHO:

A. HAS BEEN PRIMARILY INTERESTED IN DEVELOPING MENTAL TESTS FOR YOUNG CHILDREN.
B. BELIEVES THAT THE THOUGHT OF CHILDREN AND ADULTS IS BASICALLY SIMILAR IN NATURE.
C. BELIEVES THAT COGNITIVE DEVELOPMENT OCCURS IN PREDICTABLE OBSERVABLE STAGES.
D. HAS DONE REALLY IMPORTANT WORK ONLY IN THE PAST 15 YEARS.

17. PIAGET HAS FIRMLY STRESSED:

A. THE VALUE OF CONCRETE EXPERIENCES.
B. THE VALUE OF ACTUAL MANIPULATION OF MATERIALS.
C. THE VALUE OF USING PLAY TO REPRESENT REALITY.
D. THE IMPORTANCE OF THE CHILD INTERACTING WITH THEIR ENVIRONMENT.
E. ALL THE ITEMS LISTED ABOVE.

18. IN THE GUIDANCE LEVEL OF COUNSELING PARENTS:

A. EMPHASIS SHOULD BE PLACED ON WHAT TO DO RATHER THAN ON HOW THE MOTHER FEELS ABOUT DOING IT.
B. THE TEACHER ASSUMES THE RESPONSIBILITY OF GUIDING THE PARENT BY TELLING HER HOW TO HANDLE HER CHILD.
C. IT IS WISEST FOR THE TEACHER TO DEFER TO A PSYCHOLOGIST WITHOUT ATTEMPTING TO OFFER MATTER-OF-FACT HELP FIRST HERSELF.
D. THE TEACHER WORKS WITH THE MOTHER TO HELP HER FIGURE OUT HOW TO COPE WITH VARIOUS BEHAVIOR PROBLEMS.

19. IN A PARENT-TEACHER CONFERENCE, IT IS IMPORTANT TO:

A. MAKE THE PARENT FEEL COMFORTABLE ABOUT TALKING ABOUT THEIR CHILD.
B. BE AN ACTIVE LISTENER.
C. HAVE POSITIVE THINGS TO SAY ABOUT THE CHILD.
D. ALL OF THE ABOVE.

20. THE THING THAT SETS THE HYPERACTIVE CHILD APART FROM THE OTHER ACTIVE YOUNG CHILDREN IS:

A. HIS POOR IMPULSE CONTROL.
B. HIS RESTLESSNESS.
C. HIS RESISTANCE TO SOCIAL DEMANDS FROM PARENTS AND TEACHERS.
D. THE INTENSITY AND CONSISTENCY OF THE SYMPTOMATIC BEHAVIORS.

21. WHEN A CHILD EXPERIENCES AN EPILEPTIC ATTACK AT NURSERY SCHOOL, THE TEACHER SHOULD:

A. CALL AN AMBULANCE IMMEDIATELY IF THE PARENT CANNOT BE REACHED.
B. EXPLAIN WHAT HAPPENED TO THE OTHER CHILDREN IN A SIMPLE, MATTER-OF-FACT WAY.
C. REMOVE HIM QUIETLY FROM THE VIEW OF THE OTHER CHILDREN AND AVOID DISCUSSING WHAT HAPPENED SO THE CHILDREN WILL FORGET IT AS QUICKLY AS POSSIBLE.
D. MAKE SURE THE CHILD DOES NOT FALL ASLEEP, SINCE THIS FREQUENTLY RESULTS IN CONCUSSION

22. THE MOST COMMON PITFALL IN WORKING WITH EXCEPTIONAL CHILDREN IS:

A. LETTING THEM OVERTAX THEMSELVES.
B. OVERPROTECTING THEM, HENCE NOT PROMOTING INDEPENDENCE.
C. ADMITTING THEM TO NURSERY SCHOOL WHEN IT WILL OVERBURDEN THE STAFF.
D. NOT PROVIDING SPECIAL HELP AND REFERRALS WHEN THESE ARE NEEDED.

23. DEVELOPMENTAL LAGS IN YOUNG CHILDREN:

A. CAN BE INDUCED BY ADVERSE ENVIRONMENTAL CIRCUMSTANCES.
B. CAN CAUSE COGNITIVE DEVELOPMENT TO BE DEPRESSED.
C. CAN REQUIRE CHILDREN TO HAVE SPECIAL SERVICES.
D. ALL OF THE ABOVE.

24. MOST MILDY RETARDED YOUNG CHILDREN:

A. RARELY FIT INTO AN ORDINARY PRE-SCHOOL ENVIRONMENT.
B. CAN HAVE THEIR CONDITION SUCCESSFULLY TREATED BY USE OF MEDICATION.
C. CAN BE MAINSTREAMED COMFORTABLY INTO THE PRE-SCHOOL ENVIRONMENT.
D. ALWAYS REQUIRE PLACEMENT IN SPECIAL EDUCATION CLASSES.

25. THE THING THAT MUST BE PUT AHEAD OF EVERY OTHER CONCERN IN EARLY CHILDHOOD EDUCATION IS:

A. A SOUND EDUCATIONAL PHILOSOPHY ON COGNITIVE DEVELOPMENT.
B. ADEQUATE FINANCING FOR EDUCATION.
C. THE WELL-BEING OF THE WHOLE CHILD.
D. RIGOROUS, CAREFULLY CARRIED-OUT RESEARCH.

Student's Name _____ Date _____

Teacher _____ Center _____ Age Range _____ to _____

ACTIVITY PLAN

NAME OF THE ACTIVITY: _____ Date of Presentation _____

1. Developmental goals: _____

2. Objectives: _____

3. Materials needed: _____

4. Procedure: _____

Library Audio Visual Materials

Norwalk Community College
Early Childhood Education

Spring 1978 Library Audio Visual Materials

FILMSTRIPS	AUTHOR	TITLE
	Fremon, Suzanne	The parent is a teacher
	Coffin, Harriet Harvey	How feelings grow
	Coffin, Harriet Harvey	How to deal with fear
	Coffin, Harriet Harvey	Love and joy
	" " "	Anger and Sadness
	" " "	Expressing feelings
	Kramer, Rita	Discovering the world
	" "	First steps, first words
	" "	Making friends with the family
	" "	The new arrival
	" "	A time for adventure
	Gallagher, James J	The family's responsibilities
	" " "	The importance of language
	" " "	The key to progress
	" " "	The professionals who help
	" " "	When something can go wrong
	Trumbull, Anne	Diagnosis and treatment
	" "	Special problems
	" "	Support services
	" "	Three different kinds
	" "	What can we do ?
	Elkind, David	Communication is an investment
Parent's Magazine	Derpert, J.	Divorce and Separation
"	Fontana , V.	Child Abuse and Neglect
"	Gallagher, J. "	The Professionals Who Help Support from Educators

Spring 1978

Library Audio Visual Materials

FILMSTRIPS	AUTHOR	TITLE
	Elkind, D.	When Fantasy is reality
	Elkind, D.	The world is alive
	Fremon, Suzanne	Dependence vs independence
	Fremon, S.	Forcing the child too far
	Fremon, S.	How a child sees himself
	Fremon, S.	Learning from our children
	Lally, John	How an infant's mind grows
	Lally, J.	How language grows
	Lally, J.	How the young child's mind grows
	Lally, J.	Learning every day
	Lally, J.	Where can a young child learn?
Parent's Magazine	Sedman, D.	Support from the helping prfessionals
	Turnbull, A,	Special problems
	Wessel, M.	Illness

Campus Filmstrips

Day Care/ Waht & Why
Physical Facilities
Infants and Toddlers
Family Day Care
Day Care After School

Administraion & Staffing
Curriculum Considerations
Routines
Nutrition
Health and Safety
A Day in a Day Care

Blockbuilding
Woodworking
Food
Brush Painting
Paste And Collage
Puzzles
Manipualtive Materials
Sand

FILMSTRIPS	**AUTHOR**	**TITLE**
	Campus	Dough Fingerpainting Clay Drawing Water Houseplay Outdoor Play
	Dodge, Diane	Room Arrangement as a Teaching Strategy
FILMS	Foundations of Learning Series	Reading & Writing Scinece
SLIDES		A Classroom Planned for Learning Focus on Art Focus on Development Focus on Discipline
	Leavems , D. Hymes, J. Moffit,M. Women's Alliance	Waterplay Educational Field Trips Blockbuilding A Non-Sexist Curriculum for Early Childhood

"TAPES ON EARLY CHILDHOOD"

	Author	Title
1.	Ira J. Gordon	Child's Development of Values and the Teacher's Role
2.	Beth Lamb	The Young Child's Self-Centerdness: What Can A Teacher Do
3.	Allee Mitchell	A Look at the Black Child
4.	Milton E. Akers	New Directions: Challenge to Confidence
5.	Lucille Linberg	Children's Dramatic Play
6.	Eveline Omwake	Special Education For Everyone
7.	Mary B. Lane	Cross-Cultural Education: Key to a Whole World
8.	Bruce Williams	Food and Cooking With Young Children
9.	James L. Hymes, Jr. with Katharine Whiteside Taylor	Parent Cooperative Nursery Schools
10.	James L. Hymes, Jr.	Reading and the Child Under Six
11.	Dorothy H. Cohen	Helping Young Children to Think
12.	Glenn O. Blough	Science in the Life of Young Child
13.	David Elkind and Donna Hetzel	Piaget and British Primary Education
14.	Alma Williams David	Stay Away From Competition
15.	Holly McVicker	Poetry and Young Children
16.	Mary Elizabeth Keister	Lessons From Infancy
17.	Clarice Wills	Preparing Young Children to Free Their Future
18.	Herbert Zimilec	Evaluation, Some Problems, Some Solutions
19.	John Bredams	A Good Teacher is an Active Citizen
20.	Winona Sample	Young Native American Children
21.	Minnie Perrin Berson	America's Young Children In The Decade of the Seventies

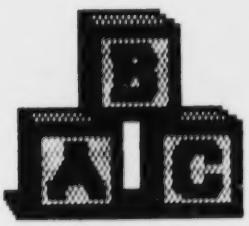
Tapes (con't)

22.	Gotierrez, Lucy Ann	The Young Chicano Child
23.	Harms, Thelma	Bringing Learning Out of Play
24.	Haupt, Dorothy	Problem-Solving: An Approach to Learning to Learn
25.	Hymes, James L.	The Year in Review - A Look at 1974
26.	Kunz, Jean	A Warm and Trusting Relationship
27.	Moore, Shirley	The Old and the New in the Education of Young Children
28.	Pitcher, Evelyn G.	Storytime with Young Children
29.	Stone, Jeannette G.	Playspaces - for Children at Work
30.	Gibson, Audrey B.	Good Day Care Centers - Good for All of Us
31.	White, Burton L.	Helping Humans Function at Their Best
32.	Zigler, Edward	What Have We Learned?
33.	Osborn	Basic Values for Young Children
34.	Grams	Helping Parents Understand Children Better
35.	Nolan	Involved with Parents

Records

Lewis, S.	Give Your Child a Head Start

ACCE



HIGH SCHOOL CURRICULUM

CHILD DEVELOPMENT I

I. COURSE DESCRIPTION

This course is designed to introduce the students to the world of the young child. Students work cooperatively as they plan activities to be used in the nursery school. They observe and record the development of the children as they participate in the nursery school.

II. COURSE OBJECTIVES

1. To introduce the students to the five areas of development of the young child.

2. To acquaint the high school student with a variety of activities which are of educational value to the young child.

3. To allow the high schoool students a first hand experience in working with young children.

4. To apply and reinforce skills in reading, writing, planning, observing and communicating.

5. To introduce the normal stages of development from conception to age five.

CONTENT TO BE LEARNED AND DISCUSSED: UNIT ON NURSERY SCHOOL PREPARATION

LESSON #1: EARLIEST MEMORIES OF CHILDHOOD

Objectives
1. Students will be able to state three ways in which their childhood experiences affected the person they have become.

Supplies:
paper
crayons

Procedure:
1.1 Students will draw a picture of their earliest memory of childhood.

1.2 Students will write a brief description of what happenend in their pictures.

1.3 Discussion

LESSON #2: COMMUNICATION

Objectives:
1. Students will be able to effectively communicate verbally with young children.
2. Students will be able to effectively communicate non-verbally with young children.

Supplies:
Bread
Peanut Butter
Jelly
Knife
Wet Dish Cloth
Pictures of Young Children

Procedure:
1.1 Individual Students write out directions for making a peanut butter and jelly sandwich. Volunteers then read directions and teacher will follow directions exactly as read.

1.2 Allow students to follow classmates directions.

2.1 Place approximately 20 pictures of people around the room. Students should go around the room and give each picture a name. Discuss the picture titles as a class.

LESSON #3: FIVE AREAS OF CHILD DEVELOPMENT

Objectives
1. Students will be able to state the definitions of the five areas of Child Development.
2. Students will be able to state at least two differences between the three age groups of children in each area of development.

Supplies:
None

Procedure:
1.1 Lecture (Attached dittos can be used as hand outs.)

A Guide For Language Development

1. When a child asks a question, you should answer it with a full sentence. "This is a fireman's hat." "This is a piano." Avoid using phrases - "A Piano."

2. Whenever appropriate, a category should be used in the sentence. "That color is red" or "the orange is a fruit." This helps children to form concepts.

3. Be specific in your speech. Avoid saying "roll it here" or "it goes over here." Instead, use nouns to identify the objects. "Roll the ball to me" or "put the puzzle on the shelf."

4. Gestures can be used to help make a meaning clearer if needed but should never be a substitute for words.

5. Describe actions correctly. "You push the table and I'll pull it" is more helpful to the child's learning than "let's all help now." (The word let's is a good word because it suggests that we will do something together rather than your doing it all alone.)

6. Accuracy in a teachers speech is very important to the child with language problems. (As well as to children without those problems.)

7. Avoid using negative correction in all cases. Too much "no" and "this is wrong" offset the classroom effort to establish self-confidence in the children. use positive corrections such as "the blocks go on the bottom shelf" instead of "the blocks don't go there."

8. Be a good listener. Do not try to put words in the child's mouth.

All of this takes time and effort, so be patient and keep trying. The more you practice and use these rules, the easier it will get.

A few sounds which give young children problems: s, th, r, y
<u>fum</u> instead of <u>some</u>
<u>row</u> instead of <u>throw</u>

Young pre-schoolers are only 40-50% correct in articulation. usually by age 8, they can make all letter sounds. Middle consonants in longer words are often passed over: "ikeem" for Ice cream
"telfone" for telephone

LESSON #4: LANGUAGE DEVELOPMENT

Objectives
1. Students will be able to state three differences in the way a pre-schooler and a toddler speaks.
2. Students will be able to list six (6) out of eight (8) points which a teacher must remember when verbally interacting with children.
3. Students will evaluate ten different situations involving verbal interaction with children and select the best solution.

Supplies:
Butterick Filmstrip Series #3
Filmstrip #3 and Worksheet (see teacher's guide)

Procedure:
1.1 Show filmstrip - turn off tape as speaker answers questions on worksheet.

1.2 Lecture: A Guide for Language Development

1.3 Homework: Ditto - Language Questions

Name_____
Date_____
Period_____

Directions: In each of the following situations circle the better solution and explain why it is better.

1. When a child uses baby talk:
   a) use baby talk with the child.
   b) do not use baby talk but rather use clear precise speech.
   REASON:

2. If you have difficulty in understanding the child:
   a) listen to him even if you have difficulty understanding him.
   b) tell the child to speak more plainly or you won't listen to him.
   REASON:

3. Before a child has arrived at the speaking stage:
   a) read simple stories to him.
   b) do not read to a child who is too young to talk.
   REASON:

4. When a child is experimenting with sounds:
   a) encourage him to use silly words and sounds.
   b) discourage him from using nonsense words.
   REASON:

5. When a child does not speak clearly:
   a) encourage her to use gestures to make herself better understood.
   b) discourage the use of gestures as a substitute for words and try to encourage her to use the words instead.
   REASON:

6. When a child makes grammatical errors in speech:
   a) positively correct the child.
   b) do not correct the child because the child will outgrow this.
   REASON:

7. When a child's progress in speech is not as advanced as another child's:
   a) tell the child that he had better "shape up".
   b) praise the child for his efforts, not mentioning the other child.
   REASON:

8. Pertaining to adult conversations:
   a) include the child if she is in the group.
   b) don't include the child because children should be seen and not heard.
   REASON:

9. In helping a child with her language development:
   a) help out only at special times that are set aside (bedtime or meals).
   REASON:

10. When someone asks your child a question:
    a) you should quickly supply the answer.
    b) you should allow time for your child to answer.
    REASON:

LESSON #5: PLAY

Objectives
1. Students will be able to state the difference between the three main types of play.
2. Students will be able to state two differences between the way a two year old plays and the way a three year old plays.
3. Students will be able to state at least three ways children learn through play.

Supplies:
Worksheet (see teachers guide)
Butterick Filmstrip Series #3

Procedure:
1.1 Vocabulary Words
Fantasy play
Cooperative Play
Solitary Play
Parallel Play
2.1, 3.1 Filmstrip/Worksheet
Teacher will turn off filmstrip and tape to give students time to complete worksheet.

No:

Name _____

Date _____

Preschool Children at Play—a Quiz

Directions:

Before viewing the filmstrip "Social Relations and Play," read the following questions carefully. Then, after viewing the filmstrip, fill in the answers in the space provided.

1. What are the differences between the way a two year old plays and the way a three year old plays?

2. What does a preschool child learn through fantasy play?

3. What does a preschool child learn through cooperative play?

4. How does the fantasy play of a five year old differ from the fantasy play of a three year old?

5. What are some of the characteristics of a good preschool? Why are they difficult to find?

Child Development © 1976 BUTTERICK PUBLISHING A DIV OF AMERICAN CAN CO

LESSON #6: CHILDREN'S LITERATURE (2 periods)

Objectives
1. Students will identify three positive and three negative qualities to consider when reading books to children.
2. Students will read and evaluate at least one children's book in terms of the illustrations, story and educational value.

Supplies:
Variety of children's books, examples:
Ira Sleeps Over
London Bridge
Rain
Christmas
Worksheet (Reviewing children's Books
Worksheet (Specific Questions To Ask After Reading)

Procedure:
1.1 Read books to class. Discuss in terms of questions on worksheets.

2.1 Assign one book to each student. They are to read their book and complete a worksheet.

Name_____

Date_____

Select one book from the list on the blackboard, then answer the following questions.

Name of Book_____

Author_____

Illustrator_____

Award won/year_____

1. Do you like or dislike the illustrations? Why?

2. Do you like or dislike the story? Why?

3. What educational value do you think the book has? Explain your answer.

4. What age group do you think this book would appeal to? Why?

5. What specific questions would you ask a child after reading this book to her/him? Give at least four.

   1.

   2.

   3.

   4.

6. When would you read this book to a child? Why? (What type of problems might she/he be dealing with? What season of the year, etc.

7. Would you read any other books by this author? Why or why not?

LESSON #7: BLOCKS

Objectives
1. Students will be able to state at least five values of block play.
2. Students will be able to state at least three responsibilities of the teacher when working with children in the block corner.
3. Students will evaluate a teacher/student interaction movie for positive and negative qualities.

Supplies:
Movie: Building Blocks (Exploring Childhood)
Projector
Ditto

Procedure:
1.1, 2.1 Lecture (see notes)
2.1, 3.1 Movie and Worksheet - Pass out worksheet after movie and collect to be graded.

NOTES FOR LECTURE

Block Building - Values for Children

Become aware of size, shape, weight and balance
Learn to organize - equivalency, repeating sets or groups, estimating space
Perception of space - over, under, in front of, below, above, inside, outside
Classify by size, shape and category
Encounter scientific concepts, leverage, balance, stability
Eye, hand coordination
Make use of imagination and recall
Develop feelings of achievement and power

Teachers Responsibilities

1. Encourage use as a learning material
   Allow structure to stand, pictures
   Comment - avoid causing others to doubt their ability
2. Help child to solve problems which they encounter
   Be creative
   Be ready to get down on floor with children

LESSON #8: MATH

Objectives
1. To determine students attitudes toward math.
2. Students will see math around them in at least four different ways.
3. Students will be able to make flashcards with a specific number of attributes.

Supplies:
Attribute blocks
String

Procedure:
1.1 Attribute Blocks: Pass out blocks. Ask students to select a yellow one if they are neutral toward math, a green if they like math and a red one if they dislike it. Build a graph with each color to determine classes overall attitude toward math.
2.1 Assign students to small groups. Each group should go around the room looking for samples of circles, squares, etc. Put lists on board.
2.2 Cut a piece of string equal to the height of each student. Each individual should then take her/his string and go around the room looking for things equal in length to her/his height.
2.3 The strings can be used to make an art project.
Needed: Construction Paper, Glue.
3.1 Discussion - How to make flashcards with a specific number of attributes.

LESSON #9: ART

Objectives:
1. Students will be able to state at least three reasons why art is a valuable experience for children.
2. Students will be able to state at least ten responsibilities of the teacher during art activities.
3. Students will be able to state at least five different art experiences which can be used with children.
4. Students will experience five ways to use paints with young children.

Supplies:
- Paint
- Paper
- Brushes
- Cars/Trucks
- Sponges
- Marbles
- String
- Dittos

Procedure:
1.1, 2.1, 3.1 Lecture/Discussion

4.1 High school students paint with brushes, string, cars, fingers, sponges, etc.

ARTS AND CRAFTS

Art is important because:

1) It gives the child the opportunity to learn that people think and feel differently about the same things.
2) It heightens the child's awareness and responsiveness to the physical environment.
3) It allows the child to express his feelings and responses which he may not have been able to verbalize.
4) It enables the child to resolve, examine, and clarify ideas and concepts about which he is learning.

Pitcher, Evelyn Goodenough and others. Helping Young Children Learn. Columbus: Charles E. Merril Publishing Company, 1974.

What is the teachers role?

1) Select topics that are personally meaningful to the child.
2) Emphasize that you want their ideas.
3) Help the child please himself.
4) Introduce a variety of materials and time to explore them.

Cherry, Clare. Creative Art for the Developing Child. Belmont: Fearon Publishers, 1972.

How do you set up the art area?

1) Keep it away from the general flow of room traffic.
2) It should have good lighting.
3) It should be close to a source of water if it is needed.
4) It should not interfere with other activities in the room.
5) It should be easy to supervise.
6) It should have enough room for each child to work in comfort.
7) It should not be close to any unprotected surfaces that are hard to clean.
8) It should have a place for drying paintings and putting other finished work.
9) The materials should be easily accessable and neatly stored--use painted boxes, trays, plastic carry-alls, colored baskets, baking dishes, egg cartons, lazy susans, etc.

Cherry, Clare. Creative Art for the Developing Child. Belmont: Fearon Publishers, 1972.

What activities should be included in the art program?

1) Painting
   - -easel painting
   - -finger painting
   - -sponge painting
   - -potato painting
   - -yarn painting
2) Pasting
   - -collage
   - -paper
   - -fabric/yarn
3) Cutting
4) Manipulating
   - -clay
   - -play dough
   - -papier-mache
   - -dough
5) Woodworking
6) Styrofoam

Beautiful Junk

foil
string
yarn
fabric
straws
wall paper
magazines
waxed paper
styrofoam meat trays
sea shells

FLOWERS ARE RED

The little boy went first day of school
He got some crayons and started to draw
He put colors all over the paper, For colors was what he saw
And the teacher said, "What you doin' young man"
I'm painting flowers he said
She said.. It's not time for art young man, and anyway flowers are green and red
There's a time for everything young man
And a way it should be done

You've got to show concern for everyone else
For you're not the only one
And she said...
Flowers are red young man, Green leaves are green
There's no need to see flowers any other way
Than the way they always have been seen
But the little boy said...
There are so many colors in the rainbow
So many colors in the mornin' sun
So many colors in a flower and I see every one

Well the teacher said.. You're sassy
There's ways that things should be
And you'll paint flowers the way they are
So repeat after me. And she said...
Flowers are red young man, Green leaves are green
There's no need to see flowers any other way
Than the way they've always been seen.
But the little boy said...
There are so many colors in the rainbow
So many colors in the mornin' sun
So many colors in a flower and I see every one.

The teacher put him in a corner
She said... It's only for your good
And you won't come out 'till you get it right
And are responding like you should
Well finally he got lonely
Frightened thoughts filled his head
And he went up to the teacher
And this is what he said... And he said...

Flowers are red, green leaves are green
There's no need to see flowers any other way
Than the way they always have been seen

Time went by like it always does
And they moved to another town
And the little boy went to another school and this is what he found
The teacher there was smilin'
She said... Painting should be fun
And there are so many colors in a flower so let's use every one
But the little boy painted flowers in neat rows of green and red
And when the teacher asked him why, This is what he said... and he said..
Flowers are red, green leaves are green
There's no need to see flowers any other way
Than the way they always have been seen.

Harry Chapin

WHEN YOU TEACH ART TO THE YOUNG CHILD...

TIP: Many of these "rules" for teaching art can be applied in all areas of teaching.

1. Encourage each child to make his own drawing or design. Though it may be simple, he is still expressing himself.	1. Don't "make one" for a child. Avoid making a model or sample for him to copy - don't show him what it is to look like when he is done.
2. Realize that the child may want to keep his ideas, thoughts, feelings and expressions private. He may decide to tell you when he is ready.	2. Don't ask the child what he is making, or has made. (This may confuse him or imply that his work is not good enough.)
3. Expect each child to respond differently.	3. Don't compare one child's work with another's.
4. Accept what the child does in a spirit of sympathy.	4. Don't over praise a child's work.
5. Allow the child to use his own concepts on art and to express his imagination as he sees fit.	5. Don't correct the child's work.
6. Remember that for a child, figuring things out is part of the learning process.	6. Don't make the final product the most important goal.
7. Accept the child's thoughts and interpretations even if they are different from yours.	7. Don't expect that everything the child does will be pretty, good or pleasing to you.
8. Allow the child enough time to complete his project.	8. Don't interrupt the child when he is busy concentrating and working towards his own goal.
9. Encourage the child to create his own art work, using his ideas, thoughts, and feelings.	9. Don't give him coloring books, stencils, or ready made art forms.
10. Hang each child's art work. Change the exhibits often to prevent the children from becoming bored - they should anticipate new things. Hang the items at the children's eye level so that they can enjoy it.	10. Don't exhibit or hang only the "best" work. Don't leave it up too long.
11. Allow ideas to come from the child.	11. Don't feel that you have to provide all of the ideas in an art experience.

BE ENTHUSIASTIC!

HAVE FUN!

WHEN YOU TEACH ART TO THE YOUNG CHILD...

TIP: Many of these "rules" for teaching art can be applied in all areas of teaching.

1. Encourage each child to make his own drawing or design. Though it may be simple, he is still expressing himself.	1. Don't "make one" for a child. Avoid making a model or sample for him to copy - don't show him what it is to look like when he is done.
2. Realize that the child may want to keep his ideas, thoughts, feelings and expressions private. He may decide to tell you when he is ready.	2. Don't ask the child what he is making, or has made. (This may confuse him or imply that his work is not good enough.)
3. Expect each child to respond differently.	3. Don't compare one child's work with another's.
4. Accept what the child does in a spirit of sympathy.	4. Don't over praise a child's work.
5. Allow the child to use his own concepts on art and to express his imagination as he sees fit.	5. Don't correct the child's work.
6. Remember that for a child, figuring things out is part of the learning process.	6. Don't make the final product the most important goal.
7. Accept the child's thoughts and interpretations even if they are different from yours.	7. Don't expect that everything the child does will be pretty, good or pleasing to you.
8. Allow the child enough time to complete his project.	8. Don't interrupt the child when he is busy concentrating and working towards his own goal.
9. Encourage the child to create his own art work, using his ideas, thoughts, and feelings.	9. Don't give him coloring books, stencils, or ready made art forms.
10. Hang each child's art work. Change the exhibits often to prevent the children from becoming bored - they should anticipate new things. Hang the items at the children's eye level so that they can enjoy it.	10. Don't exhibit or hang only the "best" work. Don't leave it up too long.
11. Allow ideas to come from the child.	11. Don't feel that you have to provide all of the ideas in an art experience.

BE ENTHUSIASTIC!

HAVE FUN!

LESSON #10: DISCIPLINE

Objectives:
1. Students will identify at least ten possible causes of discipline problems in the classroom.
2. Students will identify both positive and negative ways of handling discipline problems in the classroom.
3. Students will evaluate a classroom situation for discipline problems and determine the causes of these problems.

Supplies:
Movie: Teacher, Lester Bit Me (Exploring Childhood)
Projector

Procedure:
1.1 List on board all possible discipline problems in the classroom. (Optional Ditto)
2.1 Divide class into small groups - assign one problem to each group - list causes of problem and ways of handling the problem (both positive and negative). Report back to class.
3.1 Movie: Teacher, Lester Bit Me
Ask students to write out all discipline problems which they observe in the movie. Discuss lists and determine causes of discipline problems observed in movie.

DISCIPLINE

CHILD IS ANGRY

Causes:

Do Not:

Do:

CHILD IS JEALOUS

Causes:

Do Not:

Do:

CHILD DEMANDS ATTENTION

Causes:

Do Not:

Do:

CHILD USES BAD LANGUAGE

Causes:

Do Not

Do:

CHILD IS DESTRUCTIVE

Causes:

Do Not:

Do:

CHILD WILL NOT SHARE

Causes:

Do Not:

Do:

CHILD HURTS OTHER CHILDREN

Causes:

Do Not:

Do:

CHILD DOES NOT TELL THE TRUTH

Causes:

Do Not:

Do:

LESSON #11: MUSIC

Objectives:
1. Students will state at least five ways to incorporate music in the nursery school program.

Supplies:
Examples of music activities for early childhood
Instruments
Puppets
Finger Plays
Songs
Books (see bibliography)

Procedure:
1.1 Introduce students to the rhythm band instruments by giving them time to use them (play to a record/have a parade).
1.2 Present various puppets to students:
- home made
- store bought
- file card
- envelope

1.3 Use the finger plays with the high school students.
1.4 Using children's literature, sing songs with high school students.
1.5 Using large file cards, have students make a gingerbread puppet (tape a popsickle stick on card). Read the gingerbread boy to class/puppets. Act out song section of story.

VALUES OF FINGER PLAY AND ACTION SONGS

1. Increase muscle control
2. Develop an understanding of rhythms
3. Encourage understanding of concepts - size, shape, place or direction.
4. Build vocabulary, aid in language development
5. Teach number concepts - especially 1-10
6. Provide relaxation - OK to move around
7. Learn to follow directions
8. Teach order and sequence
9. Increase attention span
10. Develop listening skills

TEACHER SHOULD

1. Demonstrate
2. Talk slowly
3. Repeat
4. Be enthusiastic
5. Repeat favorites
6. Send home words once in a while
7. Learn words, words/song ahead of time

FINGERPLAYS

FIVE LITTLE MONKEYS

Five little monkeys, jumping on a bed
One fell off and bumped his head
He called up the doctor and the doctor said
That's what you get for jumping on the bed

Four little monkey's etc.

Have five fingers for monkeys
Other hand for bed
Point index finger for bump
Tap knuckles on head
Dial a phone
Shake finger

One little monkey jumping on a bed
He fell off and bumped his head
He called up the doctor and the doctor said
That's what you get for jumping on the bed

No more monkeys jumping on the bed....

OPEN SHUT THEM

Open, shut them. Open, shut them
Give a little clap
Open, shut them. Open, shut them
Lay them in your lap.

Creep them, creep them
Way up to your chin
Open wide your little mouth
But do not let them in.

"Them" = your fingers and hands
Just follow directions

THE ELEPHANT

The elephant is so big
He has no hands
He has no toes
But oh my goodness! What a nose!

Use arms for elephant
Point to hands and toes
Make trunk with arms and hands

WHERE IS THUMBKIN

Where is Thumbkin? Where is Thumbkin?
Here I am. Here I am.
How are you sir? Very well I thank you.
Run away. Run away.

Hands behind back
Bring out right thumb, left.
Thumbs "talk"
Right behind back, then left.

2. Where is Pointer? (Index finger)
3. Where is Tall Man? (Middle finger)
4. Where is Lazy Man? (Ring finger)
5. Where is Little Man? (Little finger)
6. Where are all men? (All fingers)

THE PEOPLE ON THE BUS

The people on the bus go up and down
up and down, up and down.
The people on the bus go up and down,
All through the town.

Use motions to act out each verse.

2. The wheels on the bus go round and round.
3. The horn on the bus goes beep, beep, beep.
4. The money on the bus goes clink, clink, clink.

5. The wipers on the bus go swish, swish, swish.
6. The babies on the bus go waa, waa, waa.
7. The fathers on the bus go shh, shh, shh.
8. The driver on the bus goes move on back.

HOKEY POKEY

You put your right foot in, you take your right foot out
You put your right foot in and you shake it all about
You do the Hokey Pokey and you turn yourself around
That's what it's all about (Clap)

Stand in circle - use body to act out directions.

Continue with other parts of body.

THE EENCY, WEENCY, SPIDER

The eency, weency, spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain
And the eency, weency, spider went up the spout again.

RIGHT AND LEFT

This is my right hand. Raise it up high.
This is my left hand. I'll touch the sky!
Right hand, left hand. Twirl them around.
Left hand, right hand. Pound, pound, and pound.

Use body to act out directions in the fingerplay.

This is my right foot, Tap, tap, and tap.
This is my left foot, Pat, pat, and pat.
Right foot, left foot, Run, run, and run.
Left foot, right foot, Jump for fun!

Hands on hips, hands on your knees.
Put them behind you, if you please.
Touch your shoulders, touch your toes.
Touch you knees and then touch your nose!

Raise your hands way up so high
and let your fingers swiftly fly.
Then hold them out in front of you
While you clap them, one and two.

NOBLE DUKE OF YORK ** (start in squat)

The noble Duke of York, he had ten thousand men,
He marched them up the hill (stand up)
And then he marched them down again (squat down)
And when you're up, you're up (stand up)
And when you're down, you're down (squat down)
And when you're only half way up (stoop half way)
You're neither up (stand) or down (squat)

BIRDIE SONG

Way up in the sky (hands over head)
The little birds fly (flap wings)
Way down in the nest (point down)
The little birds rest (rest head on hands)
With a wing on the left (swing out left)
And a wing on the right (swing out right)
The little birds sleep (put head on hands)
All through the night.
Shhhhhhhhhhh! Shhhhhhhhhhhh! (put finger to lips)
(YELL) You'll wake up the birdies!!
The bright sun comes up (put hands in circle over head)
(Deep voice) The dew falls away (bring hands down in levels)
(High voice) Good morning, good morning (bring hands up twice)
The little birds say (flap wings)

TEN LITTLE INDIANS

1 little, 2 little, 3 little Indians, Put up fingers as you
4 little, 5 little , 6 little Indians, count
7 little, 8 little, 9 little Indians,
10 little Indian children.

Jumped in the boat and the boat tipped over,
(Left hand into right, turn over)

Swam and they swam till they got to the shore,
(Swim with arms)

Shook and they shook till they dried all over,
(Shake head and body)

Jumped on the horse and they rolled to the teepee,
(Hands up like riding horse, hands roll over each other)

Gonna go on a buffalo hunt,
(Wiggle fingers on top of head)

Oo-ah, Oo-ah, shoot that arrow,
(Hands on and off mouth, Hands together and one hand shoots out)

ENUMERATION

I have five fingers on each hand.	Hold up both hands, with fingers
Ten toes on both my feet.	Point to feet
Two ears, two eyes, one nose, one mouth	Point to ears, eyes, nose, mouth
With which to gently speak.	
My hands can clap.	Clap hands
My feet can tap.	Tap feet
My eyes can brightly shine.	Point to eyes with both index fing
My ears can hear.	Cup hands over ears
My nose can smell.	Point to nose and sniff
My mouth can speak a rhyme.	Point to mouth

LESSON #12: MOVEMENT

Objectives:
1. Students will be able to state at least two values of movement activities with children.
2. Students will become familiar with the various momement activities which can be used in nursery school.

Supplies:
Records - Sesame Street
Record Player

Procedure:
1.1 Students will participate in the following activities:
1. Barnyard Animals
   Students are given file cards with the names of barnyard animals on them (one name per card, two cards per animal). Students then move around the room making the sound of their animal. They must find the other person who has the same animal.
2. Students move across room in different ways.
3. Walk Like The Animals record.
4. Sesame Street record
   Everybody Wash
   Rub Your Tummy
5. Students form a line and then each move as a machine would.

LESSON #13: FOODS (2 periods)

Objectives:
1. Students will be able to state the four food groups and identify at least ten foods in each group.
2. Students will identify at least five creative snacks to serve young children.

Supplies:
Filmstrip: Food As Children See It
Projector
Dittos

Procedure:
1.1 Discussion: Four Food Groups
2.1 Pass out and discuss Nutritional Snacks ditto.
2.2 Movie: Food As Children See It. Read script rather than using tape - discuss as filmstrip is shown.

NUTRITIONAL SNACKS

Milk Snacks

Tapioca, rice pudding, custards, soft bread puddings, yogurts, ice cream, puddings.

Small Pizza

Use toasted English Muffins. Spread with heated tomato sauce and grated cheese. You may add ground beef if desired. Broil for a few minutes until cheese melts.

Quick Snacks

1. Bananas with a dab of peanut butter on each slice.
2. Slices of apples spread with peanut butter layer and topped with raisins.
3. Bite size cubes of cheese, celery, fruits or vegetables.
4. Cheese spreads on crackers, celery or other vegetables.

Breads and Cereals

Taste different types of breads: yeast, corn, biscuit, wheat, rye, etc.
Various shaped crackers and cheese.
Spreads: jelly, honey, cheese, butter etc.

Cookies

Oatmeal raisin, peanut butter, cereal cookies.

REMEMBER: Snacks should be:

1. Nutritious
2. Easy to make
3. Easy to serve
4. Appealing - Shape, color, texture, size

FOOD RIDDLES

Red, round and firm am I
With seeds in my center
I grow on a tree
And I am a really good snack
What am I?

My mother has feathers
I'm white as can be
Break my shell
Then cook me
I'm quite a breakfast treat
What am I?

A green fringe I have for a top
My body is orange
Cut me into strips and eat me as a snack
Or cut off the fringe and cook me until soft
What am I?

I grow on a stalk
My kernels are golden
Cover me with butter and salt
I'm delicious in a summer meal
What am I?

I'm long and thin
With yellow skin
I come in bunches
Just peel me for snacks or dessert at lunches
What am I?

I'm a favorite of most children
I'm a member of the milk group
Eat me plain or with topping
So cold I am to the tongue
What am I?

SNACK EVALUATION

Name _____ Date Prepared _____

MENU:

PREPARATION NEEDED TO PRESENT SNACK;

NUTRITIONAL VALUE OF SNACK:

Sources of Nutrients	Nutrients

PLACE EACH FOOD USED IN SNACK INTO THE CORRECT FOOD GROUP:

MILK GROUP	FRUIT AND VEGETABLE GROUP

MEAT GROUP	BREAD AND CEREAL GROUP

RATE YOUR SNACK:

Is your snack....	Needs Improving	Good	Excellent	Budget
Suitable for Children				
Colorful				
Varied in: Shape				
Texture				
Flavorful				
Adequate serving Size				

LESSON #14: OBJECTIVES

Objectives:
1. Students will be able to state at least three reasons for doing every activity with the children.
2. Students will be able to see whether or not the children have learned what they wanted them to.

Supplies:
None

Procedure:
1.1, 2.1 Discussion

LESSON #14: "STORE BOUGHT" GAMES WHICH WILL BE USED DURING NURSERY SCHOOL

Objectives:
1. Students will be able to state three different ways to use store bought games with the children.
2. Students will be able to state three ways to use the game.

Supplies:
Games out of closet

Procedure:
1.1, 2.1 Complete worksheet after experimenting with the game.

Name_____

Date_____

Activity Instruction Sheet

Name of Activity_____

Contents:

Procedure (Explain 3 different procedures)
1.

2.

3.

Objectives: (State three different objectives for each procedure)

Procedure #1
1.

2.

3.

Procedure #2
1.

2.

3.

Procedure #3
1.

2.

3.

LESSON #16: PROJECT (At least 5 periods: 2 or 3 to work on projects, 2 or 3 to present projects.)

Objectives:

1. Each student will complete an activity unit assignment. (Activity unit= three different activities based on one theme.)
2. Students will be able to state five activities which they can use during nursery school.

Supplies:

Samples
Ditto
Lesson Plan Sheet

Procedure:

1.1 Show samples of projects from previous years.

1.2 Read entire assignment ditto.

1.3 Give students time to look through activity books for ideas. Due date should be 2 - 3 weeks from date assigned.

1.4 Go over grade sheet.

1.5 Pass out and discuss lesson plan sheets.

1.6 Check with each student to determine whether or not she/he is making progress on the assignment.

2.1 Students will present their completed activity unit assignment to the entire class.

Activity Unit Assignment

Activity Unit - Three different activities based on one theme.

First - State Your Theme
Choices include: Animals, transportation, occupation, colors, families, weather, foreign lands, body parts, feelings, self, nature (a particular aspect of nature), seasons, community helpers, numbers, etc.

SECOND - Explain three different ways of teaching children about that theme.

Your teaching methods can include language activities, music activities, movement activities, games, storytelling, finger plays, arts and crafts. (Remember - music is a way of teaching about your theme. Music is not a theme.)

Explain your ideas in written form - IN DETAIL. Assume that I am a substitute teacher and do not know how to carry out your ideas. After reading your descriptions, I should know exactly what to do.

Each of the three activities should take about fifteen minutes to actually do with children. Consider this when planning. (One song would not be enough for a music activity unless the song was fifteen minutes long.)

Include: - words to songs or fingerplays, etc.
- Materials you would use for arts and crafts activities.
- (Make) any flashcards or flannel board pieces you may want as an activity.
- Questions you would ask.
- Directions to movement activities or games.

THIRD - After each activity write:
What will the children learn or gain from doing the activity?

- Each student will present her activity unit to the class.
- Save your activity unit for actual use in nursery school.

Name_____

Theme:

Date: Area of Activity:

Day of Week: Location in Room:

Time Needed: Teachers:

Activity:

Objectives:

Materials Needed:

Procedure:

Clean Up:

How will you evaluate the activity?

LESSON #17: WATERPLAY

Objectives:
1. Students will be able to state at least five values of water play for young children.
2. Students will be able to state at least three creative activities to expose young children to on the water table.

Supplies:
Notes
Projector
Movie - Water Tricks (Exploring Children)

Procedure:
1.1 Lecture (see notes)

2.1 Movie: Water Tricks

2.2 Discussion

LESSON #18: OBSERVATIONS

Objectives:
1. Students will be able to observe the nursery school children and record only the facts about what they are doing, not their opinion about what they are doing or what they are like.

Supplies:
Ditto
Movie: Half A Year Apart (Exploring Childhood)
Projector

Procedure:
1.1 Discuss Ditto

1.2 Movie - Half A Year Apart
Students write observations during movie

1.3 Discuss Observations*

1.4 Repeat #2

1.5 Collect Papers

*Don't use words like wants, likes, happy.
Use facial expressions, coordination movements, verbal conversations, names of friends.

NURSERY SCHOOL OBSERVATIONS

PHYSICAL

Rhythm of body movements - jerky, smooth, easy, jumpy
Tempo of body movements - fast, slow, leisurely, sluggish
Posture
Gross motor (large muscles) - run, climb, skip, jump, hop, balance, throw
Fine motor (small muscles) - rhythm (clap), cutting, crayons, finger dexterity
Overall - active or passive
Eating habits
Need for rest

INTELLECTUAL

Memory development
Understands and follows directions
Concentration
Curiousity
Conversation and vocabulary (give direct quotes)
Muscle ability and interest
Art activities
Attention span
Use of puzzles, blocks, role play, numbers, colors
Imagination

SOCIAL

Solitary play, Parallel play, Cooperative play
Relationships with teachers, Miss Sell, parents
Ability to share
Initiates socialization
Leader, follower, disrupter
Status with peers

EMOTIONAL

Response to attention
Seeks attention?
Accepts discipline?
Shy, outgoing
Courteous - to peers, to adults
Acts on own initiative
Accepts responsibility
How does he/she show emotions (verbal, non-verbal, physical)
Emotional reactions to activities - excitement, contentment, confidence, frustration, immature, intense interest self-criticism, reluctance

	PHYSICAL			
	Gross Motor Development - climb, balance run, walk, jump. hop, skip, throw, catch			
	Fine Motor Development - use of scissors, crayons, pencils, paint brush, etc. Hand dominance?			
	Use of Gross Motor Equipment And Toys			
	Use of Manipulative materials (blocks, puzzles, etc.)			
	Overall - Active or Passive			
	General - Eating Habits, Toilet Habits Need for rest			

	INTELLECTUAL			
●	Language - Speaks clearly, Uses plurals, Sentences sequences Events			
	Attention - Duration (concentration) Focus (easily distract-ed)			
	Memory - Names, songs, rules, facts, experiences, etc.			
●	Facts child knows colors, numbers, name, concepts, etc.			
	Curiousity and Imagiantion			
	Interest and Ability in: Books and stories Art work Movement Music Games			
●	Understands and Follows Directions			

	EMOTIONAL			
●	Dealing with Separation			
	Response to Attention			
	Reaction to Discipline			
●	Expression of Emotions - Verbal, physical, Non-verbal			
	Emotional Reaction to Actvities: Excitement, Contentment, Confidence, Frustration			
	Stands Up for self			
●	Takes Initiative for actions			

SOCIAL		
Relationship with: Teachers		
Relationships with: Other children, Special friends		
Sharing		
Leader, Follower, Disrupter		
Helps?		
Solitary Play Paraller Play Cooperative Play		

PLANNED ACTIVITY REPORT

(DUE TWO DAYS AFTER YOUR GROUP LEADS AN ACTIVITY)

REPORTED BY:_____ DATE OF ACTIVITY_____

WHAT WAS THE ACTIVITY:

OBJECTIVES OF THE ACTIVITY:

PREPARATION MADE PRIOR TO PRESENTATION;

METHOD OF PRESENTING OR LEADING THE ACTIVITY:

REACTION OF THE CHILDREN TO THE ACTIVITY:

SELF-CRITICISM...Give yourself credit for what you think you did well and also think of improvements you would make if you were to do the activity again.

WERE YOUR CLASSMATES HELPFUL? EXPLAIN.

LESSON #19: OBSERVATIONS (5 class periods)

Objectives:
1. Students will be able to state five differences in a child's behavior from the beginning of nursery school to the end.

Supplies:
All of the observation sheets

Procedure:
1.1 Assignment
Using all of your observation sheets, write a one and a half to two page paper describing how the child you were assigned to observe changed from the start of nursery school to the end.

Steps
1. Using your observation sheets, categorize your observations according to area of development.
   Example: 11/30 Physical
   Cut out round circle with scissors using left hand.
2. Add observations from area of development sheets.
3. Write outline of paper.
4. Write paper.

CONTENT TO BE LEARNED AND DISCUSSED: UNIT ON NURSERY SCHOOL ORGANIZATION

LESSON #20: ORGANIZATION OF NURSERY SCHOOL

Objectives:
1. Students will plan for the Fall session of nursery school.
2. Students will plan a variety of activities for the children.
3. Students will complete a lesson plan and evaluation for each activity which is planned for the nursery school.
4. Students will observe nursery school children for facts about their behavior and development.
5. Students will be able to work in assigned groups.

Supplies:
Worksheets
Nursery School Activities Requirements
Lesson Plan Sheets
Planned Activity Report
Snack Evaluation

Procedure:
See Attached Sheets

*It takes one class period to explain this nursery school to the students. Allow them approximately one week to plan for nursery school.

1.1 Divide class into two teams and each team into two groups.
Teams will work on alternate days, observing on the odd day.

Mondays and Fridays will be used for planning and evaluating.
(Near the end of nursery school, Fridays will not be needed for this purpose - short term assignments should be planned.)
Ideas: Bulletin Board to be used in Child Development II
Create "the ideal observation sheet"

Assign a different theme for each day - some themes will need to be repeated. (numbers, alphabet, etc.)

Divide each class period in half and assign an area of learning to each time slot: Learning
Snack - Game
Language - Science - Math - Social Studies
Art
Movement
(see following pages for schedule)

Requirements:

1. Before every activity:
   - Complete lesson plan sheet
   - Get out all supplies needed
   - make everything needed

2. After activity:
   -Complete evaluation sheets

   *Two or more students may complete one plan sheet for a lesson. It must be done together so everyone knows exactly what is going to happen.

   Activity sheets must be completed individually. No credit is received until the individual turns in a report sheet.

   Grading: Students will be graded on both the activity presentation and the activity report sheets.

3. Each student must turn in a total of eight activity reports, one from each of the eight areas of learning.

   See check sheet for details.

Observation:

Weeks #1 - 3
Students observe assigned child(ren) using the time breakdown sheets.
Sheets should not be graded but teacher should put comments on them.

Week #4
Teacher should go over sheets with each student individually.

Week #5 - 8
Grade sheets.

Optional Sheets
Developmental Area Observation Sheets.

NURSERY SCHOOL ACTIVITIES REQUIREMENTS

Name_____ Period_____ Team_____ Group_____

READING:

Read a book to the whole group (Ind.) _____
Create a story _____
Puppet show _____
TV show _____
Flannel board story _____

MUSIC:

Teach a song (Ind.) _____
Teach a fingerplay (Ind.) _____
Lead a rhythm session _____

MOVEMENT:

Lead a movement activity _____

LANGUAGE:

Use language activities _____

ART:

Carry out an arts and crafts activity _____

MATH, SCIENCE, SOCIAL STUDIES:

Lead a math activity _____
Lead a science activity _____
Lead a social studies activity _____

GAMES:

Teach a game (Ind.) _____

SNACK:

Plans, prepares, serves, and cleans up snack _____

SUPERVISING ******

Carries out supervising duties _____ (when the other group is working)

HOUSEKEEPING ******

Helps children clean up and makes sure the room is left orderly _____

****** indicates that you must do this each time you work in nursery school

If by the end of nursery school you have not completed an activity in one category but have done two in another category, you will still receive full credit. (THIS MAY ONLY HAPPEN ONCE AND DOES NOT INCLUDE THE ****** CATEGORIES)

The purpose of this sheet is to be sure that everyone in the group has the chance to lead an activity and help lessen the chances of one or two people in the group always taking over. EVERYONE MUST PARTICIPATE! It is also designed to get your group doing a variety of activities rather than always reading a book or doing arts and crafts. Everyone must cooperate and work together!!!!!

See Miss Sell if you would like to complete an extra credit project.

CONTENT TO BE LEARNED AND DISCUSSED: UNIT ON INFANCY

LESSON #1: INFANCY (1 class period)

Objectives:
1. Students will be able to state at least three ways to raise their chances of having a healthy baby.
2. Students will be able to state at least five facts about pregnancy and childbirth.

Supplies:
Filmstrip: Butterick Series Program #1
Filmstrip #1
Teacher's guide

Procedure:
1.1, 2.1 Vocabulary Words
See Teacher's Guide pg.#4

1.1, 2.1 Filmstrip
Turn projector off so that students can take notes.

1.1, 2.1 Discussion

1.1, 2.1 Quiz - Allow students to use notes.

Name_____

Date_____

1. How does the fetus get it's nourishment?

2. According to the filmstrip, at what month can a mother feel her baby move?

3. Is labor usually longer or shorter for the second child?

4. At what month can a pre-mature baby breathe cry and swallow?

5. According to the filmstrip, what are two signs of pregnancy?
   1.
   2.

6. What are two characteristics of babies born to mothers who eat poorly, use tobacco or drugs?
   1.
   2.

7. State three things that a baby is examined for immediately following birth.
   1.
   2.
   3.

8. What is the best guarantee of a trouble-free pregnancy?

9. State two characteristics of a child which are influenced by heredity. (According to the filmstrip)
   1. 2.

Define the following - Be Specific!

1. Embryo
2. Placenta
3. Womb
4. Labor
5. Environment
6. Natural Childbirth

LESSON #2, 3 & 4: INFANCY (3 class periods)

Objectives:
1. Students will be able to list five developmental abilities of infants at seven different age breakdowns.
2. Students will be able to list types of toys appropriate for three different age breakdowns. (from birth to two years)

Supplies:
Filmstrips #2, 3 & 4
Butterick Series, Program #1
Dittos #3, 4 & 5
See teachers guide

Procedure:
1.1, 2.1 Vocabulary Words

1.2 Filmstrip #2 Birth to Six Months
Dittos #3, 4 & 5
Turn projector off to give students time to fill in sheets

Filmstrip #3
see above Continue Dittos

Filmstrip #4
see above Continue Dittos

LESSON #5: INFANCY

Objectives:

1. Students will be able to state at least three adjustments that must be made when a couple has a baby.
2. Students will be able to state at least three difficulties which are unique to a single parent.
3. Students will be able to define at least two of the five reflexes with which a baby is born.
4. Students will be able state at least two methods of handling separation problems when parents leave their children with a caregiver.

Supplies:

Movie: Becoming A Parent
Projector

Procedure:

3.1 Vocabulary Words
see teachers guide

1.1, 2.1, 3.1, 4.1
Movie

1.1, 2.1, 3.1, 4.1
Discussion

LESSON #6: INFANCY

Objectives:
1. Students will be able to state the proper procedure for sponge bathing a baby.
2. Students will be able to state the proper procedure for tub bathing a baby.
3. Students will be able to state three reasons why touch is important in relating to a baby.

Supplies:
Movie: Bathing Your Baby
Projector

Procedure:
1.1, 2.1 Movie

1.2, 2.2 Discussion

3.1 Students should answer the following questions
1. According to the movie, how important is touch to an infant's emotional development?
2. Do you accept this or do you think it is an exaggeration?
3. What place does touch have in baby care routines?

Paper should be graded.

LESSON #7: INFANCY (2 class periods)

Objectives:
1. Students will be able to state five reasons why diet is important during pregnancy.

Supplies:
Articles: Diet in Pregnancy

Procedure:
1.1 Students read and take notes on article.

LESSON #8: INFANCY

Objectives:
1. Students will be able to state at least five ways that parents must work to maintain their relationship after having a baby.
2. Students will be able to state five ways that infants differ from each other.

Supplies:
Movie: Newborn
Projector

Procedure:
1.1, 2.1 Show movie and complete worksheet.

PARENTHOOD, INFANCY, AND THE TODDLER UNIT

IV. Prenatal care

C. Birth defects

Individualized study

APPENDIX 47

WHAT CAN BE DONE ABOUT BIRTH DEFECTS?

The birth of a child should be a joyful event, to be anticipated with pleasure throughout the nine months of pregnancy. But a hidden fear haunts prospective parents—that their child will be born deformed or defective. That's why, when prospective parents are asked the standard question, "Would you prefer a boy or a girl?" the standard but heartfelt response is "Just a healthy baby."

These fears have far less foundation in fact than they once did. According to Dr. Virginia Apgar of the National Foundation-March of Dimes, many congenital conditions which once sentenced a child to a short or handicapped life can be treated or corrected. Yet because of the old wives' tales—and the sense of shame and guilt still surrounding the birth of a child with a defect—many parents don't take advantage of current treatment procedures. Some still consider a defective child "God's punishment" of his parents.

To help couples realistically assess their chances of having a healthy child, here are the best answers to date to the most important questions.

Are all birth defects serious?

No. No one of us is born perfect—as unique individuals, we all vary from the norm in some way. Almost everyone has a mole or birthmark—a form of defect. Millions of Americans have defects of color vision—a congenital, inherited visual disability. However, few of us are handicapped by these defects.

Of more consequence are those defects which the National Foundation defines as disorders of body structure, function, or chemistry which can cause disfigurement, result in a physical or mental handicap, shorten the victim's life, or cause death at the outset. These conditions may either be inherited through the genes or may result from some occurrence during pregnancy, such as the illness of the mother. Many do not cause trouble until years after birth. Some can better be described as a "weakness" rather than a disorder, in that they leave a person susceptible to some health problem which he may or may not develop.

About 1,500 types of defects fall within the National Foundation's definition, but many are so rare that a physician may see

from: Better Homes and Gardens, March 1974, p. 44.
(c) copyright Meredith Corporation, 1974. All rights reserved.
Reprinted with permission

only one case in all his years of practice. The most common fall into about sixteen loose groupings, including disfiguring birthmarks; cleft lip or palate; limb deformities or missing limbs; mental retardation; diabetes; malformations of the heart, urinary or digestive systems; blindness and visual impairment; deafness and hearing impairment; muscular dystrophy; sickle-cell trait; metabolic disturbances; Rh disease; incompletely formed spine; water on the brain; and cystic fibrosis.

What are the odds that a couple will have a defective child?

The accepted figure is that one in 14 full-term pregnancies results in some kind of defective birth, minor or serious. However, the figure was compiled in the late 1950s and many doctors doubt its accuracy. A Wisconsin study of 4,000 births showed the figure was almost twice that high. The apparent discrepancy may be explained by different definitions of a defect, by better knowledge of defects, or by better reporting. In the past, many defects apparently were not counted because they did not appear until after the infant had left the hospital.

In any event, the odds of giving birth to a defective child vary from couple to couple and pregnancy to pregnancy. They are quite low for the majority of couples, higher for some others. Age of the mother and ethnic background, as well as family history, are among the factors involved. Mothers in their teens and 40s have more defective births, and so do close relatives who marry. Some kinds of defects are more prevalent among certain racial and nationality groups. More black babies than white babies are born with extra fingers and toes, whereas white babies more commonly have cleft lip or palate. *Sickle-cell* trait is largely confined to blacks. *Tay-Sachs disease*, a fatal brain condition, occurs almost exclusively among children of Eastern European Jewish ancestry.

And the incidence of some defects may be increasing. This is because persons who would have died young in an earlier age now survive to pass along their conditions to a new generation. Diabetics are a case in point. Before the discovery of insulin, many lived only into adolescence and did not have children.

Although the possibility of a defective birth probably never will be predicted with 100 percent accuracy, enough can now be calculated about the odds to relieve many couples of unnecessary anxiety.

How early can you determine if a child has a defect?

Some are unmistakable as soon as the child is born. Cleft lip and palate, open spine, water on the brain, clubfoot are among them. Other conditions which are invisible to the layman's eye are readily recognized by the physician. These include heart and kidney defects. Within a minute of birth a physician usually calculates an infant's "Apgar score," based on heart rate, respiratory effort, muscle tone, reflexes, and color. A low Apgar score and extremely low birth weight are considered immediate danger signals of a possible internal defect.

An increasing number of routine tests now make it possible to detect many conditions which previously could not be recognized until symptoms appeared and damage had been done. These include *galactosemia* (the inability to digest milk sugar) or *phenylketonuria* (often called PKU, a deficiency of a liver enzyme), either of which can cause severe brain damage. Tests administered within a few days of birth can disclose these and about 30 other less common conditions of chemical imbalance in time to correct them by diet. Some of the tests are required by law in many states.

A certain number of other defects make themselves apparent within the first year of the child's life, including deafness and hearing impairment, congenital hip dislocation, and *cystic fibrosis*. Others do not appear until adolescence or adulthood. A child may be in his teens before he shows symptoms of *Wilson's disease*, a deficiency of copper metabolism which results in brain damage—although the condition can now be detected and corrected at three months with a family history of the disease. *Huntington's chorea*, a degenerative nervous system disease, strikes in the victim's late 30s and 40s. By then he may have had his own children who will have to wait the same agonizing interval to discover if

they are afflicted. The inborn tendency to *diabetes mellitus* may not cause disease until the victim is 50 or older.

Is it possible to know before birth if a child will have a defect?

Some defects can be identified as early as 14 weeks after conception, through a process called *amniocentesis*. A thin, hollow needle is inserted through the mother's abdominal wall into the uterus and a sample of the amniotic fluid which surrounds the developing fetus is extracted. The fluid contains fetal cells which can be analyzed in the laboratory. The procedure is used when there is reason to suspect a defect because of family history or because the mother has been exposed to some damaging outside influence, such as *German measles*. Since some cases of mongolism are hereditary, the procedure is often used when the couple already has a mongoloid child. Amniocentesis can also identify the sex of the child, which may be important in hereditary sex-linked disorders which afflict males but are carried by females.

The knowledge gained by amniocentesis enables a doctor to begin treatment at birth, and even before birth for some biochemical conditions. For some parents, early diagnosis may even permit termination of the pregnancy, where it is considered warranted by a doctor.

Are all birth defects inherited?

No. Only one in five arises directly and solely from the child's genes. Another one in five could be considered accidental—the result of some event not related to heredity, such as the mother's exposure to German measles or to *toxoplasmosis*, the disease carried by household pets. The overwhelming majority of defects—three out of five—are caused by interaction between heredity and environment.

The genetic makeup of one child will make him vulnerable to events that would not affect the next child—in the same way that pollen makes some people sneeze but does not bother their neighbors. The classic example of interaction between heredity and environment occurred in the famous thalidomide case several years ago. Some mothers who had taken the tranquilizing drug in early pregnancy gave birth to babies with deformed limbs, yet others who had used thalidomide bore healthy infants. No one knows why some were spared.

How is a defect inherited?

All normal human cells, except reproductive cells, contain 46 chromosomes, each of them a "package" of genes that determines individual characteristics, such as color of hair or eyes. At conception each parent provides a 23-chromosome reproductive cell to begin the new life, and the two unite into a 46-chromosome cell which grows into the baby. The child thus may inherit a "bad" gene from either parent's reproductive cell, or from both.

A defect passed through the genes may be dominant, recessive, or sex-linked. A dominant inheritance occurs when one parent has the condition. Each offspring then runs a 50 percent chance of receiving it from that parent's genes. High blood-cholesterol levels, and a resulting propensity to heart disease, are dominantly inherited. So is Huntington's chorea. A recessively inherited disorder is transmitted when both parents appear normal, but by chance each unknowingly carries the same harmful gene. Receiving the defective gene from both parents, the child stands a one-in-four chance of having the disorder; a two-in-four chance of being a carrier like his parents—but free of the disease as they are—and a one-in-four chance of being neither a carrier nor affected with the disease. Recessively inherited disorders are less common than dominantly inherited ones but tend to be more severe. They include sickle-cell trait and Tay-Sachs disease.

X-linked or sex-linked inherited defects stem from the fact that normal females have two X chromosomes, normal males an X and a Y. When a mother carries a faulty gene on one of her X chromosomes, each of her sons runs a 50-50 risk of inheriting the disorder, each of her daughters a 50-50 chance of being a carrier like her mother. The most famous sex-linked defect is *hemophilia*, the inability of the blood to clot. Britain's Queen Victoria was a carrier of hemophilia who passed the defect along to several members of royal families of Europe.

Some defects are passed along not by true inheritance but by chromosomal accident. When the reproductive cells are being reduced from the normal cell's 46 chromosomes to 23, a cell may be produced which has too many or too few chromosomes, or broken or misplaced ones. Most cases of mongolism result from extra tissue, called chromosome 21, which may be the result of either accident or inheritance. Sometimes, for reasons unknown, a chromosome assumes a different form from its predecessors and this new form is passed down through the generations. Such an occurrence is called a rearrangement or translocation.

As a general rule, a condition which has never previously occurred in a family will not occur in the children. A rare exception is a mutation. But a condition carried in the genes of both parents is markedly more likely to crop up in the children. For this reason societies traditionally have forbidden marriage between close relatives who may share a common gene pool.

Are drugs and X rays harmful?

The danger of radiation during early pregnancy has been well established. Most physicians and dentists refuse to X ray pregnant women. Women who have been exposed to atomic radiation, as in World War II Japan, also showed a significantly higher rate of birth defects.

As for medicinal drugs, their potential danger was dramatized by the thalidomide case. Fortunately, this tranquilizer was never approved for use in the United States, but its ravages were severe in Europe. Hormones and anti-cancer drugs recently have been shown to have significant long-range effects. Dr. Arthur Herbst of Massachusetts General Hospital has proven that a synthetic hormone given to women to forestall miscarriage rendered their daughters susceptible to vaginal cancer 15 to 20 years later.

Heroin and LSD—and excessive use of alcohol and tobacco—also may be hazardous to the unborn. LSD is known to damage the chromosomes, whereas children born to heroin-addicted mothers are themselves born hooked on drugs. Heavy smoking and drinking are believed to cause underweight babies, who are also susceptible to other defects. A University of Washington study recently found that alcoholic mothers bore children with skeletal deformities.

Are certain periods of pregnancy riskier than others?

The most dangerous times for outside "insults" which may trigger a defective birth are in the first three months of pregnancy, when the most vital organs are developing. Unfortunately, the danger period is the time a woman is least likely to be aware of her pregnancy. A suspected pregnancy should be confirmed quickly, so that the expectant mother can take precautions to protect her baby. Good nutrition is especially important. Thus, it is no accident that high birth-defect rates occur in underprivileged areas.

If a couple has had one defective child, what are the chances the next birth will be defective?

If the cause was purely environmental, like German measles, the odds are overwhelmingly against it. And if the defect resulted from some interaction between heredity and environment—the common explanation for cleft lip or palate, for example—the odds are great, perhaps 19 in 20, that the second child will be healthy.

In cases involving purely genetic factors, "chance has no memory," as statisticians say. Each child runs the same risk of defect as the firstborn. This fact, the key question brought to genetics counselors by couples, is the most difficult for parents to accept. It seems a cruel irony for those who already have one afflicted child.

However, scientific advances now make it possible to calculate the risks with much greater precision. Once all genetics counselors could do was study family histories and apply the laws of genetic probability, but now they are able to support their predictions in the laboratory. Parents' can be studied for the presence or absence of defective genes, and whole families can be checked for such defects as Tay-Sachs disease, sickle-cell trait, and others. Although the decision on whether to risk a second pregnancy is still painfully difficult, parents now can get fuller information to help them decide. And if a pregnancy does occur, amniocentesis enables doctors to determine in some cases whether the developing infant shows the defect, so that it can be anticipated and treated, or, in severe cases, the pregnancy terminated.

What can be done to correct birth defects?

An astonishing amount. Surgically, many defects of heart, urinary and digestive system can be corrected in even the tiniest of children. In the summer of 1973, a team of surgeons at Stanford University Hospital even performed corrective open-heart surgery on an entire family of four children in one day—and afterwards described the event as routine! Surgery can give relatively normal lives to victims of cleft lip or palate, clubfoot, open spine, and even water on the brain.

A remarkable procedure called cellular engineering can replace defective cells with normal ones. A condition called *agammaglobulinemia* once left its victims vulnerable to infectious disease because their bodies were congenitally unable to produce antibodies to fight off the invaders. Now, if compatible donors can be found, some of these children can be given transplants of bone marrow which serve as stem cells to produce normal immunological responses.

Diet and medication can control many metabolic disturbances which once could not be checked. These include PKU, galactosemia, and other disturbances involving the body chemistry.

How can certain birth defects be prevented?

One simple step would be for all women of child-bearing age—and even young girls—to receive anti-rubella vaccine. This virus disease, which is minor in nonpregnant adults and even children, can be disastrous during pregnancy. In the early weeks of pregnancy, the rubella virus can cross the placental barrier and cause hearing and visual impairment, deformities, and retardation in the developing fetus. The epidemic of 1964-1965 is estimated to have caused 50,000 deformities. Yet a single injection can render a mother immune to these effects.

A second preventive step would be for all couples to have their blood analyzed for Rh factor incompatibility. This condition, a problem only when an Rh-positive father marries an Rh-negative mother, can cause anemia, mental retardation, or heart damage if the child inherits his father's Rh-positive blood in conflict with his mother's Rh negative. More than a quarter of a million pregnancies face this risk each year. However, an Rh vaccine has been developed that can be given to an Rh-negative mother after delivery which will protect future children against Rh incompatibility. A woman may also be sensitized during spontaneous or therapeutic abortion, so the Rh vaccine is also recommended after these events. And if a doctor knows in advance the Rh factors of both mother and father, he can take steps to protect the child against Rh disease.

Third, blacks, in particular, should be screened for sickle-cell trait, a condition that produces red-blood cells in a sickle shape instead of the normal circular shape. These cells may clog small blood vessels and block oxygen and blood flow to vital tissues. The trait is not a problem unless the child inherits it from both parents.

In that case, the child may develop sickle-cell anemia, which shortens lives. Yet a simple test with a drop of blood can be immediately analyzed for the trait.

What steps can a couple take to guard against birth defects?

The most obvious precaution should be taken before marriage, in the choice of a partner. There's little question, for example, that marriage to a close relative will compound the possibility of birth defects.

After marriage, the couple should choose a family physician and provide him with a detailed family medical history so that potential genetic problems can be identified and protected against. If the history discloses a possible defect, the risks should be discussed between the parents as well as with the physician before a pregnancy is attempted.

Even if the wife has no apparent genetic complications, she should consult her doctor as soon as she suspects she is pregnant since good prenatal care is the best protection against nongenetic birth defects. She should use only drugs and medicines he prescribes, and avoid pep pills, sleeping pills, tranquilizers, and pain-killers. She should avoid contact with persons with infectious diseases and, if possible, postpone dental X rays or request a lead apron when they are taken. She should stop or cut down smoking. She should pay particular attention to proper nutrition, remembering that the child's development is more important than her weight gain. The World Health Organization has shown that babies born to malnourished mothers not only are less likely to survive the first year of life, but have fewer brain cells than normal children, indicating a possible link between diet and brain damage.

Some caution should be exercised, too, in the indiscriminate use of certain weed-killers and pesticides by pregnant women. Some of these chemicals have been implicated in birth defects in laboratory animals. Although the effects on humans have not been demonstrated, many authorities consider it only reasonable to avoid any substance that has been demonstrated harmful to animals.

Genetic services are now available in many cities through the National Foundation—March of Dimes. Some of the centers provide genetic counseling, and others provide diagnosis and even treatment for children with defects.

Another good contact is the National Genetics Foundation, which operates a network of genetic counseling and treatment centers in this country and Canada. Many of the centers are uniquely equipped to diagnose and treat various hereditary diseases. Physicians or individuals and families who have genetic problems can contact the Foundation at 250 West 57th Street, New York, N.Y. 10019, or phone (212) 265-3167. Each case will be channeled to the appropriate center. ■

Movie: Newborn

What can a couple do to help each other understand the new demands on them (after the birth of their child), so that their own relationship is maintained without building feelings of resentment?

What is the father's role during the first months of a baby's life?

What kind of emotions do you think a young baby experiences?

What do you think makes babies different from each other?

LESSON #9: INFANCY (1 week)

Objectives:
1. Students will identify at least twenty characteristics of a child between conception and age two.

Supplies:
All of class notes from infancy unit.

Procedure:
1.1 Each student will prepare a time line from conception to age 2.
See attached ditto

Style
Long Sheet (Shelf Paper)
Book form
Chart
Bulletin Board

ASSIGNMENT: TIME LINE

Make a time line showing a child's development from conception to age two. What abilities, characteristics, etc., does she/he have at various stages of development? (What toys are good at various stages - what areas of development do they contribute to?)

Include information from:

1. Four Filmstrips
2. Diet in Pregnancy article
3. Vocabulary words

NEAT! NO LEAD PENCILS!

Be sure to put your name on the top line.

Due Date_____

APPLICATION - BMHS LABORATORY NURSERY SCHOOL

Child's Name_____ Nickname_____

Birth Date_____ Age_____ Sex_____

Parent/Guardian_____

Address_____

Home Phone_____

Business Phone (Dad)_____ (Mom)_____

IN CASE OF EMERGENCY: Name_____

Relation_____

Address_____ Phone_____

Family Doctor_____ Office Phone_____

**** In case of emergency, I give permission to have my child sent to Norwalk Hospital Emergency Room.

Signature_____ Date_____

MEDICAL INFORMATION: Allergies_____

Medication_____

Physical or Mental Disabilities_____

_____

Siblings: Names, Ages, Sexes

Other pertinent family information_____

Please list any activities your child is presently or has been involved in. Examples: Library story time, Sunday School, Play groups, etc.

What activities does your child enjoy at home?

What would you like your child to gain from his/her experiences at our nursery school? (Socially, Intellectually, Physically or Emotionally) Please give special thought to this question and be specific.

HIGH SCHOOL CURRICULUM

CHILD DEVELOPMENT II

1. COURSE OBJECTIVES

Students work with partners as they plan and organize one week lessons for nursery school. They develop and understanding of the children's personality traits and find effective ways to have more positive and satisfying relationships with peers and children. As a part of this course, students may be asked to visit local nursery schools.

II. COURSE OBJECTIVES

1. To help develop effective communication and parenting skills.
2. To acquaint students with some of the responsibilites of a nursery school teacher.
3. To develop the ability to plan three consecutive days of nursery school based on one theme.
4. To function with interdependnece and independence in the classroom.

CONTENT TO BE LEARNED AND DISCUSSED: UNIT ON BIRTH DEFECTS

LESSON #1: WHAT & WHY: BIRTH DEFECTS

Objectives:
1. Students will be able to define at least four birth defects.
2. Students will be able to state at least four ways that the pregnant woman can increase the chances of a normal child rather than one with a birth defect being born.

Supplies:
Article: What Can Be Done About Birth Defects

Procedure:
1.1, 2.1 Read and take notes on article.

LESSON #2: SARA

Objectives:
1. Students will see how a child with a birth defect fits into a normal family.

Supplies:
Movie: "Sara Has Down's Syndrome"
Projector
Booklets: No Two Alike

Procedure:
1.1 Watch movie: "Sara Has Down's Syndrome"

1.2 Discuss Movie

1.3 Read: No Two Alike pages 16 + 17

1.4 Discuss Article

LESSON #3: HOMEWORK

Objectives:
1. Students will be able to find the definitions of at least one third of the diseases assigned.
2. Students will be familiar with at least two birth defects.
3. Students will use this list to select the birth defects which they will use to complete the library assignment.

Supplies:
List of Diseases

Procedure:
1.1, 2.1 Homework Assignment: Look up definitions of diseases.

Hemophilia	Cystic Fibrosis
Tay Sachs	Muscular Dystrophy
PKU	Rh Disease
Huntington's Chorea	Cleft Palate
Sickle Cell Anemia	

3.1 Future assignment using homework definitions.

LESSON #4: LIFE STYLE

Objectives:

1. Students will be able to state at least ten ways that having a child with a birth defect affects one's life-style.

Supplies:

None

Procedure:

1.1 Discuss "What would you want to know if the doctor told you that your child had a birth defect." This can be done as a cluster activity.

LESSON #5: FAMILIES OF CHILDREN WITH BIRTH DEFECTS

Objectives:
1. Students will state at least five differences in the way the two families reacted to the birth of a child with a defect.
2. Students will evaluate the effect of peoples reactions when an abnormal child is born into a family.

Supplies:
Booklets: No Two Alike

Procedure:
1.1, 2.1 Read and discuss No Two Alike, pages 35 and 3.

LESSON #6: LIBRARY ASSIGNMENT

Objectives:

1. Students will be able to find the answers to all of the questions found on the assignment sheet. They will complete two assignment sheets on two different birth defects.

Supplies:

Homework Assignment from previous assignment
Assignment sheet

Procedure:

1.1 Library Assignment: Students will select two birth defects (from the homework list or ones which they are personally interested in) and research the answers to questions listed on the assignment ditto. (Use ideas off of the cluster activity to make up assignment ditto.
- Allow three class periods per class in the library.
- Have all books, etc., that the students find put on reserve.

BIRTH DEFECTS LIBRARY ASSIGNMENT

Select two birth defects from the list below:

Autism	Multiple Sclerosis	Hemophilia
Cerebral Palsy	Muscular Dystrophy	PKU
Down's Syndrome	Sickle Cell Disease	Tay Sachs
Dyslexia	Cystic Fibrosis	Rh Disease
Epilepsy	Cleft Lip or Palate	Huntington's Chorea

You are to complete one worksheet for each of the birth defects you have selected. (You are to complete two worksheets)

Be sure your worksheet is completely filled in and your answers are complete. Neatness will count!

See me if there are any other topics which you would like to do your worksheets on.

Name_____

BIRTH DEFECTS WORKSHEET

Definition of Disease:

Causes:

Symptoms:

Treatment:

Cures:

Prevention:

Danger of Disease:

Education - can child be trained to lead a normal life?

Personal Experience:

Sources:

CONTENT TO BE LEARNED AND DISCUSSED: UNIT ON SUPPLEMENTAL TOPICS

LESSON #1: CHILDREN'S LITERATURE CHANGES, CHANGES

Objectives:
1. Students will write a creative story to go with the text.
2. Students will state at least two ways that they can be more creative with the nursery school children as they work with the blocks.

Supplies:
Book: Changes, Changes or
Filmstrip from local public library

Procedure:
1.1, 2.1 Show filmstrip
Discuss objectives of the assignment
Go through filmstrip frame by frame
Allow students time to write a story about the filmstrip
Allow students time to re-copy their work

LESSON #2: CHILDREN'S LITERATURE THE CHICKEN'S CHILD

Objectives:

1. Students will identify at least two ways that the manner in which we treat a child affects both the child and her/his parents.
2. Students will identify at least four problems with the manner in which the adult (the farmer) in the story deals with the child (the chicken's child).
3. Students will be more sensitive to the needs of both children and their parents as they work with said.

Supplies:

One copy of The Chicken's Child for every two students

Procedure:

1.1, 2.1, 3.1

Pass out several copies of the story. Allow students time to write a story to go along with test. Evaluate stories based on objectives. Discuss stories and objectives.

LESSON #3: WRITTEN ASSIGNMENT (HUMAN CONTACT)

Objectives:

1. Students will begin to think about and evaluate the importance of personal attention and contact which should be given to infants.

Supplies:

None

Procedure:

1.1 Write an essay in response to the following statement:

"Human contact, warmth and affection are some of a baby's most basic needs, as important and nourishing as milk."

Why is this true?

Why do you think it is not true?

What would happen to a baby who has never given any of this kind of love?

LESSON #4: WRITTEN ASSIGNMENTS (FIVE AREAS OF DEVELOPMENT)

Objectives:
1. Students will be able to state at least five different activities that relate to a child's development in specific areas.
2. Students will be able to identify the five areas of development as they are demonstrated in the activities of the children.

Supplies:
None

Procedure:
1.1, 2.1 Write an essay: Assignment should be written on the board as follows:

Think of the five areas of child development. For each of the areas describe at least one situation that you observed where a child was demonstrating her or his development in that area. Write approximately 1/2 page for each area.

Be specific! Evaluate situation.
Use at least three different children!
The five areas of development are:
Language
Physical
Emotional
Social
Intellectual

LESSON #5: WRITTEN ASSIGNMENTS (ADULTS REACTION TO CHILDREN)

Objectives:

1. Students will identify at least four reasons why they like or dislike specific nursery school children.
2. Students will identify at least four reasons why a certain child reminds her/him of herself/himself when she/he was younger.
3. Students will state at least four ways that the manner in which adults react to children affects the child as she/he grows older.

Supplies:

None

Procedure:

1.1, 2.1, 3.1

Write an essay. The assignment should be written on the board as follows:

In Essay Form, answer the following questions

1. Which of the nursery school children do you like the most? What is it about the child that makes you like her/him? (1/2 page)
2. Which of the nursery school children do you like the least? What is it about the child that makes you dislike her/him? (1/2 page)
3. Which of the nursery school children reminds you of yourself when you were a child? Why? What characteristics of this child remind you of yourself? (Physical, social, emotional, intellectual, language, appearance, relationship to parent, reaction to school, etc.) (1 page)
4. How did adults reaction to you affect you as you grew up? (1/2 page)

LESSON #6: WRITTEN ASSIGNMENTS (4 AND 5 YEAR OLDS)

Objectives:
1. Students will identify at least five ways that three-year olds differ from four-year olds.

Supplies:
None

Procedure:
1.1 Write an essay. The assignment should be written on the board as follows:

Think over the past week of nursery school. Select a three-year old and a four-year old and compare the ways that they differ (or are the same) as they participate or interact in the following areas. You must discuss at least 5 areas.

Kitchen	Outside	Books
Blocks	Games-Individual	Puzzles
Transitional Objects	Games-Large Group	

LESSON #7: ACTIVITIES (HOUSES)

Objectives:
1. Students will realize how difficult some tasks which we as adults would find quite simple to complete are for young children to complete.
2. Students will gain ideas for nursery school.
3. Students will realize how children feel when teachers (or adults in their lives) rush them or don't give them enough time to complete a task which they are involved in.
4. Students will be forced to work together in a large group.

Supplies:
- Construction Paper
- Scissors
- Crayon
- Tape
- Paper Towels

Procedure:

1.1 Pass out construction paper

2.1 Assign students to make their house using the opposite hand which they normally use.

3.1 Students should write their name and house number on their house.

4.1 Hang houses by: (allow students to organize themselves)
- size
- numerical order
- alphabetical order
- number of windows
- size of windows

LESSON #8: ACTIVITIES (CONFERENCES)

Objectives:
1. Students will be able to summarize their observations from nursery school.
2. Students will be able to place the children's behavior into the five areas of development.

Supplies:
Observation notes

Procedure:
1.1, 2.1
1. Discuss the types of things that parents want to know when they come to a conference.
2. Each high school student will have two children assigned to her/him. One child will be their student (they are teacher) and one child will be their offspring. (they are the parent)
   - Draw names in two separate drawings.
   - Be sure no one draws the same name twice.
3. Allow the students time on Fridays to jot down notes on their children.
4. After nursery school is over students should summarize their observations and prepare their conference notes.
5. In small groups (pairs) students will hold conferences.
6. Ask for volunteers to hold conferences for the entire class.
7. Collect notes to be graded.

CONTENT TO BE LEARNED AND DISCUSSED: NURSERY SCHOOL ORGANIZATION

LESSON #1: NURSERY SCHOOL

Objectives:

1. Students will gain first-hand experience in working with young children in a large group setting.
2. Students will be able to recognize the five areas of development as they are demonstrated by the children.
3. Students will be able to plan a variety of learning experiences for young children based on one theme.
4. Students will be able to write out a lesson plan which can be followed by their peers.
5. Students will be able to state at least two objectives for each activity which they do with children.

Supplies:

General Notes - Nursery School - 2nd Semester

Procedure:

1.1 Students work in small groups and plan for three days of nursery school. (All class periods.)

Notes:

- Student should receive both individual and group grades. (See attached grade sheet)
- Each student should make at least two activities to be used during their week of nursery school. This will force the students to divide the work rather than one person doing everything which has to be done for the groups week.
- During the first weeks of nursery school, students will need Mondays and Fridays to work on their plans.
- Watch the schedule, if there is no school on Monday, be sure to go over plans of Friday.

Setting Up Nursery School - 2nd Semester

1. Make a list of all possible themes.

   Feelings and Emotions
   Sports
   Easter
   Occupations
   Environment
   Community Helpers
   Safety
   Senses (can take two weeks)
   Sports
   Seasons
   Body Parts
   Weather

   Not To Be Used:
   Colors
   Numbers
   Alphabet

2. List all areas of activities.

   Math
   Science
   Social Studies
   Language
   Art
   Music

   Have students make lists of all types of activities within these areas. (ex: finger painting, brush painting, etc.)

3. Allow students to form groups and then select themes. (Do not assign days at this time.)

4. Students should go through all activity books and fill in brain storm sheets. Any activities which they think might in any way apply to them should be written down.

5. Pass out and discuss Nursery School Planning Guide.

6. Students will take "brain storm" sheets and organize their activities on the "time breakdown" sheets. Each group needs one time sheet per day/per class period.

7. Students will take "time breakdown" sheets and complete one lesson plan sheet for each activity they plan to use.

8. Make schedule for day assignments.

9. Each group should be ready to present their plans on the Monday before their scheduled day.

10. Each group should turn in their plans sometime during the week following their day of nursery school. OR
    All day 1 plans should be turned in before the day 1 rotation begins and day 2 before day 2 rotation and day 3 before the last rotation begins.

Last minute items to be done the day before nursery school begins.

Go over plans - assign responsibilities

1. move tables
2. clean
   - wash counters
   - clean out coat racks
   - sinks
   - wash blackboard
   - check bathroom (toilet paper)
3. put out games
4. organize furniture
5. "clean out courtyard"
6. request lawn in courtyard mowed weekly

Nursery School Planning Guide

During your days of nursery school you must include the following kinds of activities:

ACTIVITIES	NUMBER OF TIMES IN YOUR WEEK
Art	3
Science	1
Movement	3
Math	3
Story Time	3
Social Studies	1
Free Play	3
Music	2
Lesson Time - small group	3
Lesson Time - large group	3
Snack	3
Physical Exercise	3

Each student must:
1. Make two activities to be used during your days of nursery school.
2. Actually use the activities with plan sheets to be graded.
3. Turn in the activities with plan sheets to be graded. (You will also be graded on the presentation of the activites.)

All plans (not just the three you as an individual make) are due on_____.

A word of warning: Do not assign a day to each person in your group- you must work together!

BRAIN STORM SHEET

Group Members Present Date_____

1._____ ___ Theme_____

2._____ ___

3._____ ___

4._____ ___

Brief Description of Activity

Title of Book:
Page #

Group Members Present Date_____

1._____ ___ Theme_____

2._____ ___

3._____ ___

4._____ ___

Brief Description of Activity

Title of Book:
Page #

TIME BREAKDOWN SHEET

5th Period

11:10 - 11:20

11:20 - 11:30

11:30 - 11:40

11:40 - 11:50

"Passing Activity"

LESSON PLAN SHEET

Theme_____ Date_____

Teacher_____

Activity_____

Objectives:
1.

2.

3.

Materials Needed

Opening Statement:

Procedure:

GRADE SHEET

Group Members:

Planning week -

Snack -
Tuesday:
Wednesday:
Thursday:

Enthusiasm:

Plan Sheets:

Objectives:

Attendance:

Leading:

Organization:

Activities:

FINAL EXAM: CHILD DEVELOPMENT II

Objectives:
1. Students will develop a creative activity to be used with a specific age (nursery school) child.
2. Students will apply the principles of lesson plan procedures and objectives which have been discussed during the course.

Supplies:
Old "Junk"
Boxes
Assignment Sheet
Lesson Plan Sheet
Grade Sheet

Procedure:
1.1 Complete #1 & 2 on worksheet prior to exam period.

2.1 During exam period
1. Students should complete a lesson plan sheet to go with their box creations.
2. Teacher should rotate around room grading students exams during the exam period.

CHILD DEVELOPMENT PART II EXAM

1. Bring a box to school.

2. Using your box, create a musical instrument, toy or game which could be used with nursery school children.

   Be Creative
   Be Neat

   Be sure it is your creation, not your friends!

   You may base your creation on whatever theme you would like to.

3. Complete worksheet.

HAVE FUN BUT DO YOUR OWN WORK!

Grading -

Creativity - 20%
Neatness - 20%
Appropriate for age group - 10%

Worksheet - 50%

Question #1 = 8
Question #2 = 18
Question #3 = 24

This exam will count 20% of your final grade! If you do a good job, this should help those who did not do well in the first marking quarter.

Name_____

CHILD DEVELOPMENT PART II EXAM

WORKSHEET

1. Describe your creation and give it a name. (8 points)

2. Give 6 specific objectives for your activity. (18 points)

3. In detail, explain the procedure for using your activity with children. (24 points)

CHILD DEVELOPMENT EXAM

Area	Points	Comments
Creativity (20)		
Neatness (20)		
Appropriate for age group (10)		
Worksheet Question #1 (8)		
Question #2 (18)		
Question #3 (24)		
TOTAL		

Teacher Comments:

Final Grade_____

ADVANCED CHILD DEVELOPMENT

I. COURSE DESCRIPTION

This course will assist students in understanding the history of early childhood education and the impact of current issues on the education of young children. In addition, students will become familiar with the developmental areas of the young child and how early childhood programs can be planned to meet their needs. Topics covered will include guidance, instructional methods, routines and preschool curriculum.

II. COURSE OBJECTIVIES

1. To introduce students to the history of early childhood education and child development.

2. To acquaint students with important theories and philosophies of early childhood education.

3. To familiarize students with the five developmental areas of the young child.

4. To provide students with information as it relates to developmentally appropriate program planning for young children.

CONTENT TO BE LEARNED AND DISCUSSED:EARLY CHILDHOOD EDUCATION
HISTORY AND PROGRAMS

LESSON #1
BEGINNING EDUCATION FOR YOUNG CHILDREN
-European educators and philosophers and their contributions to early childhood education
-developments that influenced early childhood education in the U.S.
-the purposes of the White House Conferences from 1909

LESSON #2
EARLY CHILDHOOD EDUCATION SINCE WORLD WAR II
-federal agencies that administer child care programs
-federal programs that are concerned with children
-contemporary educators and their contributions to the study of young children

LESSON #3
WHY EARLY CHILDHOOD EDUCATION
-changes in the child-rearing role of the family
-how modern technology and peer groups rival the family in influencing children
-ways in which early childhood education attempts to supplement the traditional family role

LESSON #4
EARLY CHILDHOOD EDUCATION PROGRAMS
-types of early childhood education programs
-sponsorship of early childhood education programs
-goals of each type of early childhood education program

CONTENT TO BE LEARNED AND DISCUSSED:THE DEVELOPING CHILD

LESSON #5
PHYSICAL AND INTELLECTUAL DEVELOPMENT
-general characteristics of a child's physical growth
-principles of human development
-components of intellectual functioning
-Piaget's stages of cognitive development
-development of language
-encouraging creativity in thought

LESSON #6
EMOTIONAL AND SOCIAL DEVELOPMENT
-children's emotional responses
-factors that influence a child's social development
-ways that family relationships affect a child's development
-Erik Erikson's stages of emotional development
-how to handle tender topics and crisis situations

LESSON #7
PLAY
-characteristics of children's play
-the value of children's play
-the teacher's role in children's play
-encouraging creativity in play
-encouraging cross-cultural and non-sexist education through play

CONTENT TO BE LEARNED AND DISCUSSED:FACILITIES-INDOOR AND OUTDOOR SETTING

LESSON #8
PHYSICAL PLANT
-factors that should be considered in selecting a site for an early childhood center
-how color, sound, and lighting are best utilized in the physical plant of a child care center
-Connecticut State Department of Health, Day Care Licensing Regulations

LESSON #9
EQUIPMENT
-desirable characteristics of equipment to be used in an early childhood center
-how equipment should be stored and maintained
-essential equipment for a child care center

LESSON #10
UTILIZING SPACE
-factors to consider when arranging equipment in a preschool
-room arrangement for effective learning and teaching
-locations and arrangement of equipment for outdoor areas

CONTENT TO BE LEARNED AND DISCUSSED:THE TEACHER

LESSON #11
TEACHER QUALIFICATIONS
-desirable characteristics of a teacher fo young children
-essential areas of professional training for an early childhood teacher
-how a teacher communicates with parents

LESSON #12
OBSERVING CHILDREN
-reasons for observing children
-guidelines for recording children's behavior
-types of observation forms to record children's behavior

LESSON #13
DIRECT GUIDANCE
-definition of direct guidance
-development of a child's self-discipline
-the role of the teacher in guiding young children
-examples of effective speech to guide young children
-aggression and what to do about it

LESSON #14
INDIRECT GUIDANCE
-relating indirect guidance to the physical setting of an early childhood setting
-utilizing materials in the playroom to guide children
-utilizing materials in the play yard to guide children

CONTENT TO BE LEARNED AND DISCUSSED:THE PROGRAM

LESSON #15
PROGRAM PLANNING
-developmentally appropriate program planning goals of early childhood eduaction
-developmental interactionist approach
-characteristics of a well planned early childhood program
-steps in program planning in early childhood education

LESSON #16
INSTRUCTIONAL METHODS
-components of a yearly plan
-procedures for organizing daily teaching plans
-instructional techniques / activity planning

LESSON #17
ESTABLISHING ROUTINES
-daily routines in an early childhood program
-components of a daily schedule for an early childhood program
-transition activities

LESSON #18
CURRICULUM-PART I
-developmentally appropiate objectives for science, math and social studies experiences in the early childhood curriculum
-developmentally appropiate objectives for health and safety in the early childhood curriculum
-learning experiences appropriate for science, math, social studies ,health and safety in the early childhood curriculum
-Piagetian concept formation abilities

LESSON #19
CURRICULUM-PART II
-developmentally appropriate objectives for music and movement in the early childhood program
-developmentally appropriate objectives for language and creative arts in the early childhood program
-learning experiences appropriate for movement, music, language arts, and creative arts in the early childhood curriculum.
-encouraging creativity in through self-expressive materials and activities

LESSON #20
NUTRITION AND FOOD EXPERIENCES
-basic nutritional requirements of a preschool age child
-how eating experiences in the early childhood center supply some nutritional needs of children
-examples of program experiences that can help children learn about food
-cross-cultural and non-sexist education through food experiences

LESSON #21
CHILDREN WITH SPECIAL NEEDS
-specific physical conditions and symptoms of children with special needs
-mainstreaming special needs children into the early childhood classroom
-making referrals

ACCE

HIGH SCHOOL SUPPORT MATERIAL

HIGH SCHOOL CHILD DEVELOPMENT

BIBLIOGRAPHY

Children's Literature

Day, Alexandra. Good Dog, Carl. London: Green Tiger Press, 1985.

Carle, Eric. The Very Hungry Caterpillar. New York: Philomel Books, 1983. (14th printing)

Harteluis, Margaret. The Chicken's Child. New York: Scholastic Book Services (by arrangement with Doubleday and Company, Inc. 1975.)

Hutchins, Pat. Changes, Changes. New York: Macmillan Publishing Co., 1971.

Plenkowski, Jan. Gossip. Los Angeles: Intervisual Communications, Inc., 1981.

Spier, Peter. Christmas! New York: Doubleday and Company, Inc., 1983

*Spier, Peter. London Bridge Is Falling Down! New York: Doubleday and Company.

Spier, Peter. Rain. New York: Doubleday and Company, 1982.

*Spier, Peter. The Star Spangled Banner. New York: Doubleday and Company, 1983.

Galdone, Paul. The Gingerbread Boy. New York: Clarion Books, 1975.

Langstaff, John. Over In The Meadow. New York: Harcourt, Brace & World, Inc., 1957.

MOVIES/FILMSTRIPS

Exploring Childhood. Massachusetts: Education Development Center, Inc., 1977. Half A Year Apart
Building Blocks
Teacher, Lester Bit Me

Clarkson, Jean; editor. Child Development, The Preschooler. New York: Butterick Publishing, 1976.

Becoming A Family. New York: West Glen Publications.

Bathing Your Baby

Newborn. New Jersey: Johnson & Johnson.

CHILDREN'S RECORDS

Having Fun With Bert & Ernie. New York: Children's Records of America, 1976.

Sesame Street Original Cast Record. New York: Distinguished Productions, Inc., 1974.

Mod Marches. New York: Educational Activities, Inc., 1969.

Stewart. Walk Like The Animals. New Jersey: Kimbo Educational, 1976.

BRIEN McMAHON HIGH SCHOOL

Highland Avenue
Norwalk, Connecticut 06854

Principal
James J. Forcellina

Housemasters
Dewey A. Amos
Mildred F. Cutrufello
Jerome F. Lowney
Donna P. Vaccarella

(203) 852-9488

September 26, 1988

Dear Parents,

In a few short weeks we will be opening the Brien McMahon High School Child Development Nursery School. The school is run by the Child Development classes and is supervised by Miss Janet Sell, the course instructor. The nursery school is for children ages 3 to 5.

Transportation is the responsibility of each parent. No student will be allowed to leave the high school for the purpose of transporting a child. Children must be picked up at the end of the nursery school session as there are no facilities to keep them when other classes are in session.

On the first day of school, please bring a complete change of play clothes in a shoe box, with your child's name on it. We will keep these here at school in case of emergency. They will be returned to you when nursery school closes.

WHERE: **BRIEN McMAHON HIGH SCHOOL -- ROOM 108**

DATES: **OCTOBER 25 -- DECEMBER 22**
Tuesday, Wednesday and Thursday of each week.
(There will not be any nursery school November 8, 24 and 25)
On November 15, 16 and 17 nursery school will run from 8:30 - 10:45
Second Semester nursery school will run for approximately 12 weeks. The exact dates have not been determined.

TIMES: **8:45 - 11:50**

COST: **$90.00 per child <u>for the entire year</u>.**
(Please mail your child's registration and payment to Brien McMahon prior to the first day of school.)

The Child Development students will be running the various activities and will be "in charge" of the nursery school sessions. Although I will be in the room, I will try not to intervene unless necessary. This is to be a learning situation for the teen-agers as well as the pre-schoolers.

If you have any questions, please feel free to call me at Brien McMahon. If I am not available, I will return your call as soon as possible.

Sincerely,

Janet Sell

Janet Sell

ACCE

PROJECT EVALUATION

ACCE PROJECT EVALUATION

I. Student Outcomes

Students entering NCC as part of project ACCE, must demonstrate an ability to achieve satisfactorily in the Early Childhood Education Program.

Students will be assessed for competencies using the following mechanisms:

1. Students will be tracked by the Early Childhood Education Coordinator once they enter the program. This will also include advisement of the student throughout the remainder of the program.

2. In order to help evaluate the abilities of students enrolled in Project ACCE, Ed 110 instructors will be asked to complete a special questionnaire on all ACCE students.

   The purpose of this is to determine whether or not the high school preparation has been commensurate with college instruction to this point.

   Ed 110 instructors will also use all other course evaluations , such as written work and on-site observations of the student, to futher assess the student's abilities.

3. On the basis of these assessment systems, if problems appear to be evident, project directors will meet to review and revise the curriculum.

II. Project Outcomes:

The ACCE Project will be evaluated for its effectiveness in provding students with the opportunity to achieve college credit for courses taken during high school. In addition, it is hoped that the project will more closely link the Child Development Programs at both Norwalk High Schools with the Early Childhood Education Program at NCC, therfore creating a natural progression from one program to another.

Project Outcomes will be evaluated using the following mechanisms:

1. Students will be tracked by the NCC Early Childhood Education Coordinator in order to determine the number of students enrolled in the project.

2. A questionnaire will be given to all Project ACCE students upon completing Ed 110 (the first course taken after their high school sequence) in order to gain feedback regarding their participation in the project.

3. A questionnaire will be given yearly to all high school teachers participating in Project ACCE in order to gain input on an on-going basis.

All questionnaires will be developed by both project directors and will be used as a basis for remediation should it appear necessary.

ACCE

Advanced Child Care Education

Early Childhood Education Program
awards credits at Norwalk Community College
for Child Development Courses taken at both
Brien McMahon and Norwalk High School.

ACCE (ADVANCED CHILD CARE EDUCATION) PROGRAM gives the high school student an opportunity to earn 41/2 Norwalk Community College Credits while in high school.

These college credits can be applied to courses taken during the freshman year in the Early Childhood Education Transfer, Career or One-Year Certificate Program.

Student Name_____

Freshman Year

Required Courses	Course No.	Credit	Semester
English Comp	En 101	3	_____
English Lit(Trans/Career)	En 102	3	_____
Children's Lit " :"	En 105	3	_____
Psycology I	Py 101	3	_____
Psycology II (Transfer)	Py 102	3	_____
Creative Activties	Ed 102	3	_____
*Intro to ECE	Ed 104	3	_____
**Field Sem I	Ed 110	3	_____
Prin of Soc(Trans/Career)	So 101	3	_____
Chang Relations " "	So 105	3	_____
Con Life Science(Trans)	Bi 100	3	_____
Liberal Arts Elec(Career)	_____	3	_____

* Students may tranfer in 3 credits from high school towards this course.

**Students may tranfer in 11/2 " from high school towards this course. This will allow students 33 hours of the 66 needed in observation and participation for this course.

ACCE

Advanced Child Care Education

TO: Barbara Drotman, Director of Admissions, NCC

DATE: _____

FROM: _____ POSITION: _____

HIGH SCHOOL: _____ PHONE: _____ EXT. _____

RE: ACCE TRANSFER CREDIT

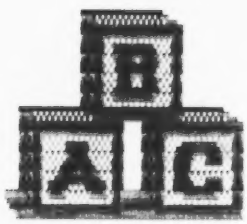
This memo is to inform the staff at Norwalk Community College that the following students have been enrolled in the ACCE (Advanced Child Care Education) program. These students are scheduled to graduate from _____High School _____, Ct. during June 19___ and plans to enroll at NCC the following fall. They will transfer no less than 41/2 towards their NCC degree. A file on each student's performance will be kept by the disignated high school coordinator. an official high school transcript is attached or will be sent under separate cover.

COURSE TRANSFER CREDIT

Student Name	Child Develop I	Child Develop II	Advanced Child Develop	Total Transfer Credits (4/12)
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____

cc: Principal of High school

ACCE



FORMS

Norwalk Community College
333 Wilson Avenue • Norwalk, CT 06854 • 203/853-2040

Office of the President

June 14, 1988

Carolyn Rosenfield
Assistant Superintendent
for Curriculum/Instruction
105 Main Street
Norwalk, CT 06852

Dear Ms. Rosenfield

This Letter of Agreement verifies the fact that Norwalk Community College will grant 4 1/2 college credits in the Early Childhood Education (Transfer, Career and One year Certificate) Program for commensurate course work taken at Brien McMahon and Norwalk High Schools.

Credits can be applied to designated courses at NCC and may be transferred to other colleges should the need arise.

Sincerely yours,

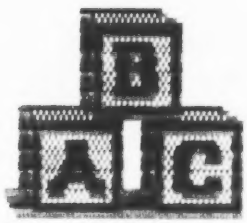
William H. Schwab
President

DR:o's

Copy: D. Ragozzine

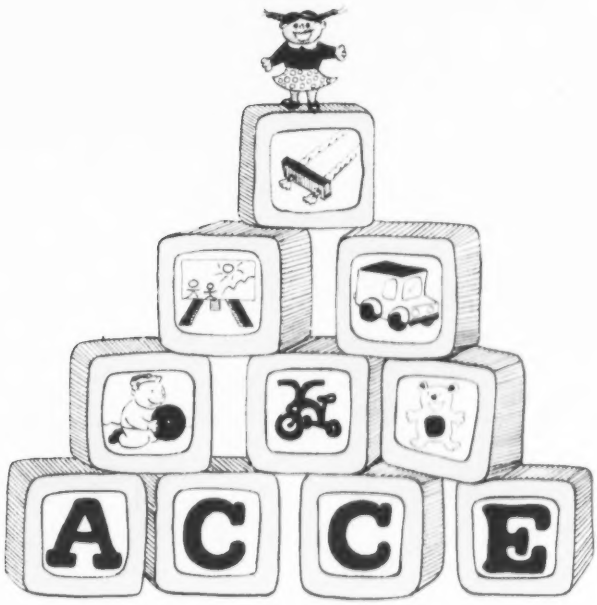
STATE OF CONNECTICUT
Board of Governors for Higher Education
Board of Trustees, Regional Community Colleges
An Equal Opportunity Employer

ACCE



BROCHURE

High School Students!
Get a Head Start on College!



Advanced Child Care Education

Early Childhood
Education Program
for College Credit
at Norwalk Community College
for
Home Economics Courses
Taken at
Brien McMahon High School
and
Norwalk High School

ACCE
YOUR COLLEGE EDUCATION

Take these courses in high school:
Child Development I & II
Advanced Child Development

Earn these NCC college credits:

Intro to Early Childhood Education	3 credits
Seminar I field hours (33 hours)	1½ credits
	4½ credits

Earn 4 ½ college credits while you're still in high school.

Norwalk Community College, in cooperation with Brien McMahon High School and Norwalk High School, will award college credits to qualified students in the Early Childhood Education Program.

- **Save $$$**
- **Save time**
- **Save duplication of courses**
- **Earn a college degree**

When you graduate from high school, you can enter Norwalk Community College with advanced standing. Save on college costs and time. Go beyond the basics and study advanced child development and gain practical experience working with young children.

The ACCE program developed by NCC, Brien McMahon High School and Norwalk High School gives you...

- **Career Opportunities**
- **Advanced Placement**
- **Associate's Degree**
- **Personal Attention**
- **Big Savings On College Tuition**
- **Practical Experience**

NCC...we're here to meet your needs beyond high school.

Student Services include:

- **Job Placement**
- **Career Planning**
- **Orientation Program**
- **Study Skills**
- **Counseling**
- **Faculty Advisors**
- **Student Activities**
- **Financial Aid for College**

Take Advantage! Act Now!

Plan early in your high school career, in 10th, 11th and 12th grades. For more information, speak to your high school Child Development or Home Economics teacher at BMHS or NHS right away.

Brien McMahon High School
852-9488

Norwalk High School
838-4481

Project Staff

Professor Darlene Ragozzine, Coordinator, Early Childhood Education, Norwalk Community College

Janet Sell, Home Economics, Subject Area Leader, Brien McMahon High School

Elizabeth Gibbs, Grants Coordinator, Norwalk Community College

State Consultants

Valerie K. Pichanick, Ph.D.

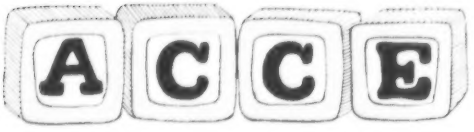
Waldemar Kostrzewa, Director of Community Services, Regional Community Colleges

Jo Ann Hoff, Ph.D.

Katherine Brophy, Ph.D.

This program was developed under the auspices of the Connecticut State Department of Education, Bureau of Vocational Services funded through the Carl D. Perkins Vocational Education Act PL 98-524. A.C.C.E. is the result of a collaboration by the Norwalk Board of Education and Norwalk Community College.

Brochure prepared by Brien McMahon High School Art Department and Joan Antell, Public Relations Office, Norwalk Community College.



Norwalk Community College

333 Wilson Ave., Rt. 136, Norwalk, CT 06854-4685 203/853-2040